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ABSTRACT

Intended for mentor teachers who assist beginning teachers, this handbook includes a description of the mentoring process, including its definition, purpose, and application to professional development in education. Characteristics of good mentors, their relationships with their proteges, and typical activities associated with mentoring are described. Implementation of activities is also discussed. Mentoring activities that correspond to typical activities within the teaching year are suggested. References are listed, and observation tools, mentor-protege action plans, a first day checklist, and selected journal articles are appended. (CB)

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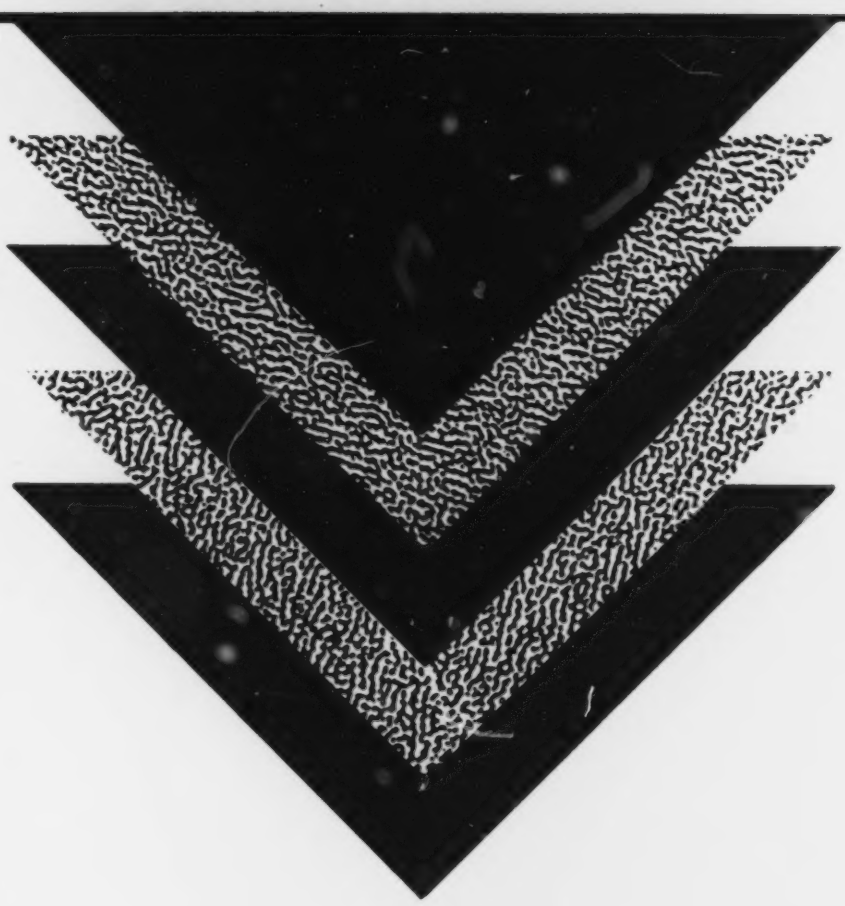

MENTOR HANDBOOK

SP 029 520

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Mentor Teacher Handbook

July 1987

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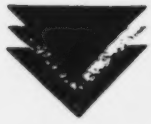

The Authors

The *Mentor Teacher Handbook* was conceived and written by members of the Evergreen Collegial Teacher Training Consortium. The Consortium was established to develop ways to enhance and promote collegial-based staff development at the local level. An initial focus of the Consortium was the induction of beginning teachers into the teaching profession. The desire to support mentor teachers in Evergreen School District's induction program led to the development of this handbook.

The Evergreen Collegial Teacher Training Consortium is composed of representatives from the Evergreen School District, the Evergreen Education Association, Washington State University, Educational Service District 112 and the Northwest Regional Educational Laboratory. The following representatives from these organizations actively serve on the Consortium. These individuals are the authors of the *Mentor Teacher Handbook*.

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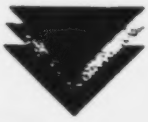

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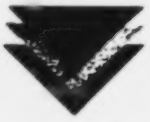
To those teachers who strive to make a difference in the teaching profession and, through their leadership, succeed.

As for the best leaders, the people do not notice their existence. The next best, the people honor and praise. The next, the people fear and the next the people hate. When the best leaders' work is done, the people say we did it ourselves.

Lao-Tzu
6th Century B.C.



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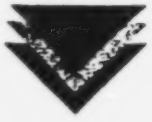


Preface

It is probably safe to assume that the vast majority of this handbook's readers are current or former teachers. Equally safe to assume is that readers have stories to tell about their first year of teaching. Ranging from heartwarming to heartwrenching, stories of first-year classroom experiences are part of teaching lore. The neophyte's experience is common to every profession; new physicians, lawyers, architects all must apply the many elements of their trade for the first of many thousands of times. Each must learn to transfer what they were taught as students to what they must do as practitioners of their chosen profession.

Teachers are no different. Or are they? Few professions physically isolate their newest members from daily contact with their colleagues. Few professions provide such low levels of supervision and role modeling or require neophytes to assume responsibility on par with the most experienced veterans. Some of the more painful stories of first-year teachers result from this set of conditions. Many educators believe the profession has hindered the development of beginning teachers and, in fact, has lost some of those with high potential. This situation, however, is changing.

As this handbook is being written, nearly half of the 50 states have begun systematically addressing the needs of beginning teachers by implementing formal programs of induction into the profession. Many of these induction programs feature experienced and accomplished teachers, often referred to as "mentors" and "consulting teachers," who provide assistance to beginning teachers. This handbook is designed and written to support the efforts of these mentors. The *Mentor Teacher Handbook* is intended as a reference to the various skills and knowledge areas required for becoming an effective mentor; it supplements the formal training often required to develop their mastery.

The handbook includes a description of mentoring -- its definition, purpose, and application to professional development in education. Presented are characteristics of good mentors, their relationships with their proteges and typical activities associated with mentoring. One section of the handbook addresses the implementation of mentoring activities during the course of a traditional school year. Suggested are various mentoring activities which correspond, chronologically and substantively, to typical activities of a teacher's year. A specific of the handbook is the mentor-protege relationship. Another section recognizes that the mentoring process involves both challenges and rewards. References and supplementary materials are provided in the appendices.

The *Mentor Teacher Handbook* is designed primarily for mentors working with

beginning teachers, although its contents are adaptable to other contexts in which teachers serve as mentors to other teachers. The use of marginal notes, and the authors' efforts generally to make the handbook practical and "interactive" with the reader, are intended to enhance its accessibility and usefulness. Ideally, the handbook is a resource stimulating mentor-protege teams to create a mutually beneficial and rewarding relationship.

Introduction

Those having torches will pass them on to others.
Plato, *The Republic*

The origin of the term "mentor" dates to the time of Homer, specifically to *The Odyssey*. Homer describes his hero, Odysseus, preparing to set out on an epic voyage, though his son, Telemachus, must remain behind. Odysseus asks a trusted friend, Mentor, to guide and counsel Telemachus in his absence. From this ancient literary figure, mentor has come to mean one who helps guide a protege through a developmental process, whether that process be the transition from childhood to adulthood or from student to professional. Because of the complexity of this task, mentors are variously considered to be teachers, counselors, friends, role models, and more.

Modern day mentors are found in different segments of society and marked by both similarities and differences. The "Big Brother" and "Big Sister" programs are based on the mentor concept; athletic or drama coaches may be mentors also. Mentors are defined more by their relationship with their proteges than by a position or title. Some mentor relationships just "happen," but others result from a considered design. Many instances of the latter are occurring in the business community and, even more recently, in the teaching profession.

In several studies, a large portion of highly successful people in business have reported that mentors played an important role in their career development.

Clearly, the benefits derived from working closely with a mentor are great.

> The condition of not knowing is common to beginning teachers. No matter how extensive the beginner's preservice education, beginning teachers are faced by and accountable for or to -- sometimes it is not clear which -- unknown students, teaching colleagues, administrators, university supervisors, and parents. In the midst of so many strangers, it is difficult to know to whom to turn or where to begin. In addition, the school and community environments have norms and rituals that most probably are new and strange. The large number of factual and procedural unknowns can send the beginning teacher into a state of shock wherein it becomes impossible to transfer previously mastered concepts and skills from the university to the public school classroom. (Corcoran 1981)

Needs of Beginning Teachers

Many readers have vivid memories of their own first-year teaching experience; somehow the more traumatic ones seem to stand out. The often voiced contention that the first year of teaching is one of trauma, drama and basic survival may be overstated, however. Not all teachers report great levels of difficulty and stress their first year. The truth is that a wide variance exists in the quality of first-year experiences. Even so, researchers who have looked at the needs, problems, and concerns of beginning teachers have identified the following issues. They include:

Think back to some of your first-year teaching experiences, perhaps to a particular individual who helped you along, and to how you felt at the time.

Classroom management is a common worry and often a problem.

Time management problems often are not anticipated by new teachers and can be a source of stress and anxiety.

- Maintaining classroom management and discipline
- Managing time, including striking an appro-

priate balance between personal and professional time

- Motivating students generally, but especially working with students who have special problems or needs
- Managing classroom instruction, including: planning instruction, finding resources and materials, evaluating student progress and coping with a wide variance of student ability in the same class
- Experiencing feelings of isolation
- Developing positive relationships with parents, administrators, colleagues, and students
- Coping with workload: number of preparations, teaching outside area of expertise, being assigned more "difficult" classes, and too many extracurricular responsibilities

In how many of these areas did you experience difficulty during your first year?

Enter the Mentor

Relatively little "hard" research has been conducted on the effects of mentoring. Nevertheless, numerous descriptive studies and program evaluations clearly conclude that the "chemistry" present in a good mentor-protege relationship significantly benefits the beginning teacher, not only during the difficult first year but in years to come. The balance of this handbook suggests specific ways the mentor and beginning teacher can work together to achieve these benefits.

The Mentor Role

The mentor relationship is one of the most developmentally important relationships a person can have in early adulthood.
Daniel Levinson, *Seasons of A Man's Life*

Mentors are special people. They are highly accomplished teachers, yet teaching expertise is not enough. They may have many years of "front-line" experience behind them, yet more than experience is required. The qualities and responsibilities of a good mentor include, but go beyond, those of a good teacher.

Relax! Only your family expects you to be perfect.

While a "vacancy announcement" is an unlikely means of recruiting mentor teachers, the hypothetical one on the following page does suggest some needed attributes. The remainder of this section explores those qualifications and responsibilities in more detail.

Vacancy Announcement

MENTOR TEACHER

Description:

Experienced teachers who have mastered their craft and are dedicated to promoting excellence in the teaching profession are sought as mentors for beginning teachers just starting their careers. Mentors must play several roles, including guide, role model, sponsor, counselor, coach, resource, and colleague.

Responsibilities:

As a mentor, you will be responsible for:

- Meeting regularly with your protege, both formally and informally
- Guiding your protege through the daily operation of the school
- Arranging for your protege to visit different teachers' classes
- Demonstrating lessons for your protege
- Observing your protege's teaching and providing feedback
- Being a role model in all aspects of professionalism
- Developing your skills as a mentor as well as a teacher
- Supporting and counseling your protege, providing perspective when needed

Qualifications:

It takes a special person to be a good mentor. Maturity, self-assurance, patience, and confidence in your knowledge and ability are prerequisites for this important undertaking. More specifically, a good mentor is a teacher who:

- Is a skillful teacher
- Is able to transmit effective teaching strategies
- Has a thorough command of the curriculum being taught
- Is a good listener
- Can communicate openly with the beginning teacher
- Is sensitive to the needs of the beginning teacher
- Understands that teachers may be effective using a variety of styles and is careful not to be overly judgmental.

Conditions of Employment:

Extra time, effort, and commitment are required. Increased contact with colleagues, professional stimulation and sense of accomplishment are likely. Tangible compensation -- never enough; intangible rewards -- priceless.

Mentors needed every year, apply now!

Too often, during the first years of "on-the-job training," teachers have to master their craft through trial and error and in an isolated environment. The mentoring process can mitigate this isolation and accelerate the learning process for beginning teachers. The mentor teacher plays a vital role in the development and training of the beginning teacher. It is the job of the mentor to provide support and collegiality while helping the beginning teacher learn the "ropes" in the complex art and science of teaching. The mentor is **not** an evaluator. Rather, in a variety of ways, the mentor offers the beginning teacher opportunities to share and to learn from an experienced colleague.

Mentors should in no way take part in the evaluation of their proteges. Integrity and trust are vital to building a good relationhip.

The essence of mentoring is the individual relationship between an experienced and expert professional, and a trained, but inexperienced neophyte. The mentor may incorporate a variety of strategies and activities to help the protege grow and develop in professional competence, attitudes, and behaviors.. But, regardless of the specific activities of the mentor, it is the qualitative nature of the relationship which determines the success and effectiveness of the mentor in achieving these goals. The primary task of the mentor, therefore, is to work to establish a relationship with the protege based on mutual trust, respect, support, and collegiality.

In the beginning is relation.
Martin Buber, *I and Thou*

The mentor's goal should be to help the beginning teacher develop and enhance:

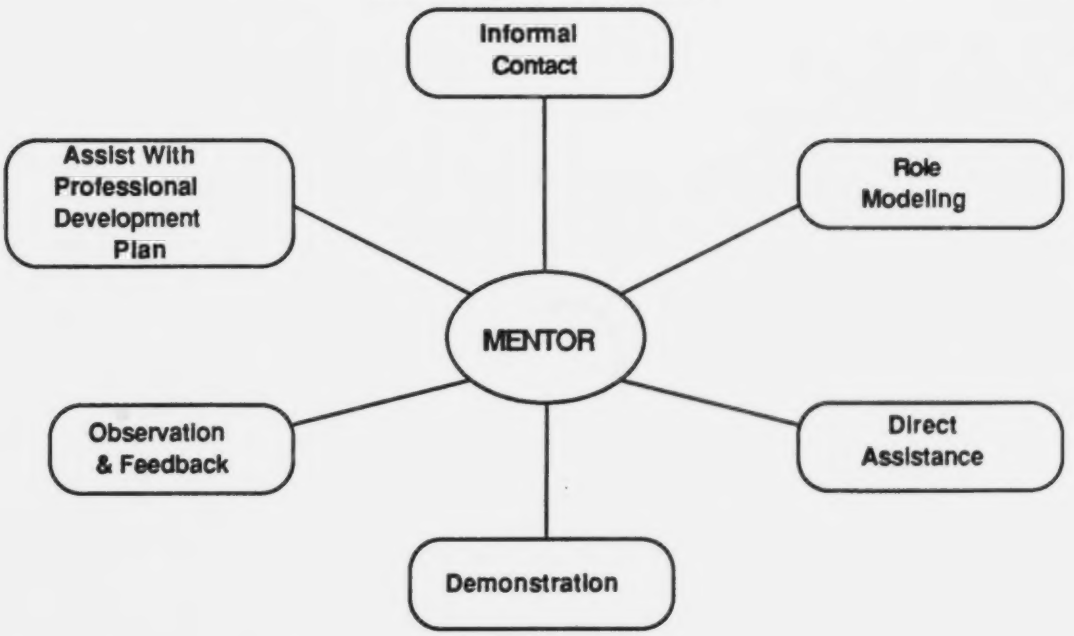
- **Competence** - mastery of the knowledge, skills, and application which effective teaching requires
- **Self-Confidence** - belief in one's ability to make good decisions, to be responsible, and to be in control

- **Self-Direction** - the assurance and ability to take charge of one's personal, professional, and career development
- **Professionalism** - to understand and assume the responsibilities and ethics of the profession

What It Takes

Achieving these goals requires that the mentor perform a variety of functions. These functions range from serving as a role model in the full scope of daily professional activities to developing specific skills such as classroom observation. The following diagram portrays the range of mentor functions; each function is more fully described in the remainder of this section.

MENTOR FUNCTIONS



Informal Contact

Something we were witholding made us weak
Until we found it was ourselves.
Robert Frost

The easiest form of assistance to provide may also be the most helpful overall.

Beginning teachers and mentors frequently state that informal discussions with experienced teachers are the most valuable source of assistance. Often a bit of information, some timely suggestions, or a few words of understanding and encouragement are a big help.

Help in Many Areas

Close physical proximity between the mentor's and protege's classrooms is highly desirable to facilitate informal contact.

The mentor should often meet informally with the beginning teacher to discuss such day-to-day concerns as:

- Taking attendance
- Understanding school discipline policies
- Acquiring supplies and materials
- Understanding contracts and benefits
- Planning classroom instruction
- Coping with daily problems

There are so many "nuts and bolts" the new teacher needs to know, but doesn't. Even policies and procedures explained in the preservice orientation often are forgotten in the excitement of the new school year.

Make it a point to visit your protege and generally be around, especially the first few days of school.

Any concerns of beginning teachers are valid subjects for frequent informal conferences. Consequently, the mentor should make an effort to be both available and easily accessible to the beginning teacher, especially the first few weeks of the school year.

Role Modeling

The important thing in a man is not what he knows, but what he is.
Narcisco Yepes

Current literature on mentoring emphasizes the importance of providing beginning teachers with role models for personal and professional behavior. In addition to helping the protege acquire skills and knowledge, the mentor teacher "must be modeling the professional growth commitment as well." (Lambert and Lambert 1985.)

What seems to confirm and enhance the mentoring relationship is the protege's "respect for the mentor as a professional and as a human being who is living a life worthy of that respect." (Lester and Johnson 1981.)

Role modeling assists the protege in developing a sense of professional identity and competence, while the mentor profits in the areas of technical and psychological support, internal satisfaction, and increased respect from colleagues. (Kram and Isabella 1985.)

Role modeling is much more than demonstration teaching by the mentor teacher. It is exhibiting the mentor's professionalism; it is showing the protege how to get things done within the political climate of the school; it is demonstrating realistic ways of solving problems; it is exhibiting energy, self-confidence,

security, and competency. (Rauh 1978.)

The mentor teacher becomes a model:

- In relations with colleagues, students, parents, and others
- By demonstrating a commitment to student growth and development
- By demonstrating exemplary skills in the classroom
- In collaborative endeavors with other professionals (collegial interaction and support)
- In work habits
- By modeling a professional growth commitment; having a personal and professional development plan
- By active involvement in professional activities and professional organizations
- By seeking knowledge of trends in education, including materials, research, and methodology
- By expressing a positive set of values and beliefs concerning teaching as a career
- By being a facilitator of change and improvement

"It's everything you do, ain't nothing that you did." This verse from a song by the Ozark Mountain Daredevils probably was not written about mentors, but the message is clear: Being a role model is a heavy responsibility!

Direct Assistance

In my practice as a psychiatrist, I have found that helping people to develop personal goals has proved to be the most effective way to help them to cope with problems.
Ari Kev, *A Strategy for Daily Living*

The literature on mentoring specifies a number of tasks which mentor teachers carry out in helping their proteges. These tasks are listed under various titles -- behaviors, functions, roles -- but all involve the mentor giving assistance in some direct way.

> Because beginning teachers want to achieve professional autonomy and status equality with their colleagues, 92 percent do not seek help from colleagues except indirectly by swapping stories about personal experiences. This hides novices' weaknesses but does not enable them to obtain help with those factors -- inexperience, unavailability of expertise, and ambiguity about goal attainment -- that produce 93 percent of teacher stress related to performing professional tasks. (Gray and Gray 1985.)

When mentors are perceived as being "genuinely interested in their proteges, helpful, caring, willing to take time, dedicated, friendly, outgoing, patient, influential, and as being professional role models," the mentor-protege relationship becomes more personally caring and professional. (Gray and Gray 1985) In other words, mentors who attend to the direct assistance aspects of mentoring tend to be more effective.

Hold it! Better read this first one again.

Together, you need to set some priorities.

Pay attention to style. **How** you interact with your protege will largely determine your effectiveness.

Practical suggestions for preventing problems, solving them when they occur, and resolving conflicts and other minor emergencies.

Ways of Providing Assistance

Mentors can directly assist their proteges by:

- Making time available on a regular basis to address the protege's concerns and progress, and to ensure interaction
- Helping the protege organize and manage materials
- Helping the protege develop and maintain a record-keeping system
- Responding to specific requests by the protege
- Informing the protege about workshops and other activities and opportunities for professional involvement
- Helping the protege to understand the written and unwritten rules and norms in the school and community
- Observing the protege and providing feedback to facilitate professional growth
- Helping the protege develop a classroom management system
- Helping the protege develop a discipline plan
- Assisting in the protege's socialization to the school environment
- Modeling and/or suggesting techniques for conferencing with parents
- Acting as a confidant for the protege to express personal/professional concerns

- Helping the protege identify specific competencies which need improvement
- Encouraging and supporting self-direction and autonomy
- Helping the protege assess his/her skills, including skills that he/she already possesses
- Modeling skillful teaching strategies
- Helping the protege diagnose students' learning styles and modify teaching strategies to meet all students' needs
- Bringing new methods, materials, and resources to the attention of the protege and providing assistance in their implementation
- Conferring with the protege regarding effective ways of meeting student learning objectives and district instructional goals
- Providing examples of unit plans and course syllabi
- Giving feedback on the protege's progress in meeting instructional goals
- Encouraging the protege's efforts to try his/her own ideas, teaching style, and classroom management plan
- Identifying resource people, e.g., the principal and staff development specialists (if available) in the district, along with those in district and regional support agencies

Working together with your protege to plan an instructional unit or some other endeavor is an excellent means of providing direct assistance. Sharing the same planning period, if possible, helps a great deal.

Need for Direct Assistance

A study of first-year teachers in New York City identified the following problems which might be addressed through direct assistance by the mentor teacher: (Sacks and Brady 1985)

- Moral support, guidance, and feedback
- Discipline and management
- Curriculum and lesson planning
- School routines and scheduling
- Motivational techniques
- Individualized instruction

Offer to share the wealth of knowledge and experience you have gained, but take care not to intimidate or overwhelm.

Beginning to be concerned for others is an important stage in one's own career development. At the utilitarian level, we help our own careers by helping others. At the altruistic level, we are like the man who told us, "I sleep better at night because I do for others what I wish had been done for me!" (Keele and DeLaMare-Schaefer 1984)

Demonstration

A wealthy woman asked a famous millinery designer to design a hat for her. He placed a canvas form on her head, and in eight minutes with a single piece of ribbon, he created a beautiful hat right before her eyes.

The matron was delighted. "How much will that be?" she asked.

"Fifty dollars," he replied.

"Why, that's outrageous," she said. "It's only a piece of ribbon!"

The milliner quickly unraveled the ribbon and, handing it to her, said, " Madame, the ribbon is free!"

Abigail Van Buren

A demonstration occurs when an experienced teacher shows a beginning teacher the proper use of a strategy, technique, or skill by incorporating it into an actual classroom lesson.

One of the more important functions that mentor teachers can perform is to "prepare and teach demonstration lessons so proteges can observe specific techniques or materials being used." (Gray and Gray 1985)

Video tapes, whether prepared locally or commercially, also can be used to demonstrate effective teaching. Video tapes offer some specific advantages, including convenience and consistency, but cannot replace the effect of a live demonstration and subsequent conferences with the demonstrating teacher.

Recommended Procedure

When scheduling demonstration lessons, the following procedure, similar to the three step process described in the "Observation and Feedback" section of this handbook, is recommended:

1. Pre-Conference. The mentor and protege determine the goal of the demonstration/observation and what the protege should observe and record.

2. Demonstration/Observation. The mentor demonstrates the preestablished lesson at the scheduled time, while the protege observes.

3. Post-Conference. The mentor and protege review and analyze what was accomplished by the demonstration and make plans for (a) the protege to practice the observed skill(s), and/or (b) additional observations in the mentor teacher's classroom.

When to Use Demonstrations

The following are examples of appropriate times for demonstrations by the mentor teacher:

- On request of the protege
- Following an observation of the protege by the mentor teacher and identification of a technique which could be useful to the protege
- By mutual agreement
- When the mentor has a specific technique to share
- On a regularly scheduled basis
- As a part of the protege's professional development plan

You want to help, not threaten. Perhaps your protege can reciprocate by demonstrating a particular technique for you as well. You become partners in learning.

Observation and Feedback

A belated discovery, one that causes considerable anguish, is that no one can persuade another to change. *Each of us guards a gate of change that can only be unlocked from the inside. We cannot open the gate of another, either by argument or by emotional appeal.*

Marilyn Ferguson, *The Aquarian Conspiracy*

Observation and feedback, initially, can be uncomfortable for both parties. A good, trusting, and supporting relationship will enable observation to help you and your protege achieve your goals.

Current research findings indicate that a very effective way to improve instruction is through formal observation and feedback. (Joyce and Showers 1982) Observing the beginning teacher and providing feedback through a post-observation conference is an important mentoring activity. Feedback also can be provided through written critiques, descriptions of classroom interaction analysis, behavior analysis self-critiqued video tape, and others. The use of a conference to provide feedback, however, is a preferred method for mentor-protege interaction.

These steps are similar to those used for demonstrations, but the protege is the focus of the observations discussed here.

Formal Observation and Conference

The formal mentor observation/conference has three parts:

1. Pre-observation conference
2. Observation
3. Post-observation conference

Ideally, the mentor and protege will engage in the formal observation/conferencing process at least once a month.

Give Positive Feedback

Trust and support will be enhanced and anxiety reduced if the mentor takes care to offer feedback in positive terms. The following rules are a guide for providing positive feedback:

- Focus feedback on the behavior rather than the person.
- Provide objective feedback on observation, and cite specific examples.
- Describe rather than judge.
- Point out specific causes and effects.
- Share ideas rather than give advice.
- Explore alternatives rather than give solutions.
- Give only the amount of feedback the receiver can use.
- Provide feedback valuable for the receiver rather than the giver.

Review these rules before your post-conference

First Observation

Easy does it!

Mentors and proteges may require more than one observation and conference sequence to establish a strong, trusting relationship. Once this level of trust has been achieved, the mentor and beginning teacher are ready to proceed on to the observations and conferences that have as their focus specific instructional growth for the beginning teacher. This process of pre-conference, observation and post-conference should continue throughout the year, changing focus as the needs of the beginning teacher change.

Mentors do not evaluate; confidentiality is critical.

The mentor's feedback to the protege always is in strict confidence. The mentor must not be part of the district's system of teacher evaluation, nor does the mentor discuss the performance of the beginning teacher with other staff.

Second and Subsequent Observations and Conferences

This is a collaborative decision making process. The mentor and protege need to discuss and agree on each of these points.

1. Pre-Observation Conference (5-10 minutes)
   - Set dates and times for observation and post-conference.
   - Agree upon what is to be observed.
   - Determine where the observer is to sit in the class.
   - Discuss the lesson plan and material to be taught.
   - Specify the observation tools to be used.

Each observation must have a clear, agreed-upon focus.

See Appendix A.

2. Observation (20-50 minutes)
   - Observe one or two teaching behaviors or strategies.
   - Use observation form agreed upon in pre-conference.

Consider using video tape from time to time.

Following the observation, write your notes for use in the post-conference; give a copy to your protege, if needed.

3. Post-Observation Conference (10-30 minutes)
   - Set relaxed tone.
   - Discuss objective data as opposed to viewpoints or judgments.
   - Explore strategies, alternatives, causes and effects.
   - Discuss areas of focus for future observations and other activities.

Keep the conference positive. Refer to rules for giving positive feedback.

Listen!

Set dates for next observation and for next informal conference, but be careful not to overdo it.

Assisting with a Professional Development Plan

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.
T. S. Eliot, *Four Quartets*

Lifelong learning, as much an attitude as an activity, is a way of life for professionals.

One important key to successful mentoring is moving the protege from some level of dependence on the mentor teacher to a high level of self-direction. As a logical step in this process, the protege can begin to plan, formally or informally, a professional development process. This process is apart from any evaluation of the protege.

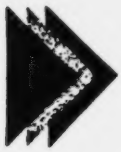
Kinds of Professional Planning Assistance

The mentor teacher can assist in planning professional development by:

- Sharing views concerning possible career paths and goals
- Providing direct assistance, e.g., answering questions, suggesting strategies, identifying resources
- Creating opportunities for the protege to become involved in professional activities, e.g., faculty activities, professional associations, special projects and to "prove" him/herself as a professional
- Providing information on the mentor's own professional development plan as a model

Be conscious of how your own professional development serves as a model for your protege.

- Assisting the protege in setting short- and long-term professional goals
- Acting as a resource to help the protege obtain information such as certification and continuing education requirements.



Pitfalls and Payoffs

Avoiding danger is no safer in the long run than outright exposure. Life is either a daring adventure or nothing.
Helen Keller

Mentors are especially dedicated educators. Additionally, they are not only competent teachers, but they are teachers who willingly extend themselves, continually seeking professional growth and rejuvenation.

The research of Gray and Gray (1985) reveals that exemplary mentors possess the following qualities:

- Effective mentors are secure; they have power and expertise. They are people-oriented; they like and trust their proteges.
- Successful mentors take a personal interest in the careers of their proteges, encourage their ideas, and help them gain confidence in becoming self-directed professionals.

Mentors need not try to be superhuman, but to strive and to care. As Gandhi reflected, "The goal ever recedes from us...Salvation lies in the effort, not in the attainment. Full effort is full victory."

The Pitfalls

It is reasonable to assume that the decision to accept a mentorship role can be one of the most professionally rewarding experiences of a teacher's career, or it can become especially frustrating if the mentor is caught up in one or more of the several pitfalls.

The potential pitfalls may be summarized into four general categories:

1. Overextending
2. Proceeding without clarification of the mentor's role
   - from the administration
   - from the protege
3. Assuming too much responsibility for the protege
4. Underutilizing professional growth due to lack of opportunities, resources, or motivation

Overextending

Teachers want to be effective managers of their personal and professional lives but, too often because of their professional commitment, they find themselves saying "yes" to too many projects, e.g., text adoption committees, student curriculum planning teams, supervising student groups, and mentoring a protege. The "Super Teacher" myth implies that teachers can do all that is asked of them -- and to do it perfectly. Many teachers have "Caretaker Personalities." They care for and give to others much more than themselves.

We are confronted with insurmountable opportunities.
Pogo

It is imperative to set **realistic goals** and standards, and to focus on celebrating successes. Mentors must learn to replenish and to receive in balance with giving. Simply saying a professional "no" to extra duties or committees is a beginning.

Proceeding Without Clarification of the Mentor's Role

Administrative Involvement:

Supportive resources such as additional planning time, materials and technical assistance do not magically appear at the onset of a mentor teacher program.

Potential mentors should investigate building and district commitment to the program in terms of policy and procedure statements, budgetary allocations and processes necessary to ensure the ongoing success of the project. Establishment of clearly defined expectations between mentors and administrators, coupled with consistent feedback/communication between these groups, are absolute necessities.

Remember to inform your principal of your plans. List some ideas, activities, and other pertinent information you need to share with your principal.

The Protege's Involvement:

A beginning teacher may not clearly understand what to expect from the mentor. Is the mentor an arm of the administration? Will the mentor make unreasonable demands on the protege's time? Can the mentor be trusted with professional concerns?

See Appendix B .

Action plans are one means by which the mentor and the beginning teacher may cooperatively establish the parameters of the mentor's responsibilities and expectations. The conjoint planning allows both to address needs and concerns and to feel comfortable within their respective roles.

One more time!

Again, it is imperative that mentoring be kept entirely separate from the teacher evaluation process, and that this issue is consistently reinforced with the beginning teacher.

Assuming Too Much Responsibility for the Protege

Mentors may become overly involved with the beginning teacher, fostering a relationship of dependency. It is not uncommon for the mentor to be overprotective and/or assume too many obligations to ensure the protege's success. It is paramount that mentors have a clearly defined concept of facilitating as compared to defending.

Mentors may face the unwelcome reality that the beginning teacher has significant deficiencies or problems that go beyond the mentor's ability or authority to address. How one chooses to approach such issues will often depend upon existing building policies and procedures.

The decision to seek assistance should not be viewed as failure on the part of the mentor, but more as a professional responsibility -- one that is to be handled prudently and with sensitivity.

Underutilizing Professional Growth

One of the major misconceptions about teaching is that teaching is a relatively simple, easy-to-learn task. Yet, in the psychological and developmental literature, it is widely recognized that novices do not learn simply by copying or modeling what experts do. Instead, the research reveals that professional growth in teaching has an emerging quality and takes substantial time. It also reveals that complex understandings and skills follow developmental patterns similar to other complex learning endeavors. To assist beginning teachers in their route from novice to expert requires that the mentor not only

understand these precepts but be able to facilitate the beginner's professional growth through a variety of methods and techniques.

Take care not to let your added responsibilities eclipse your own personal and professional growth and development. You can't give what you don't have.

Mentors, therefore, must incorporate into their professional repertoire various skills, including working with adult learners, conducting observations and data collections, problem solving, demonstrating empathy, and constructive criticism. It is incumbent, therefore, that mentors take advantage of professional growth opportunities to not only enrich themselves, but to better enable their protege's growth.

Any effective mentor program necessarily incorporates training components for both mentors and beginning teachers. Unfortunately, due to poor communication, lack of program support, or for various other reasons, a few participating teachers find that being released for training is a confusing and difficult process, at best. Again, as noted earlier in this handbook, mentors need to communicate with administrators and clarify the specific details and procedures for the program prior to assuming the mentor role.

The Payoffs

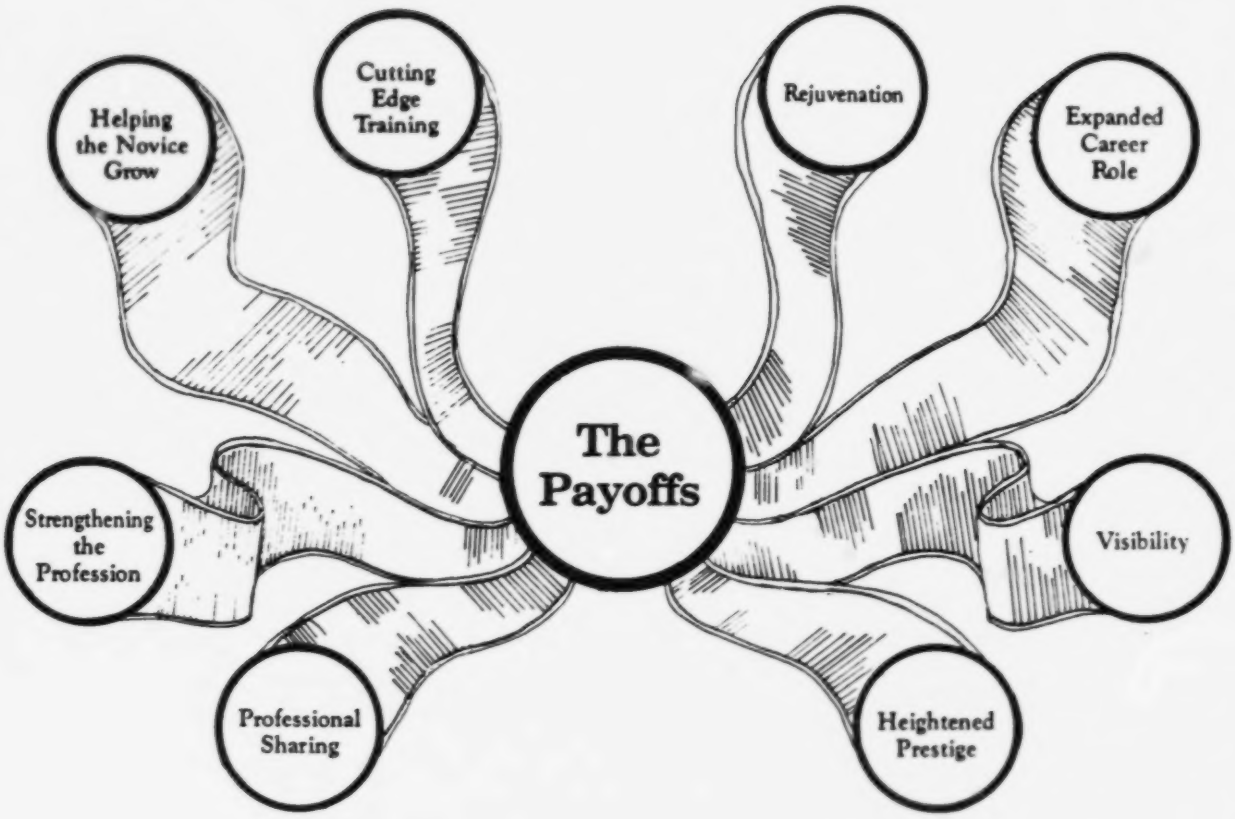
The value of collegial relationships among teachers is widely reported in the literature. Even more impressive are the results coming from research on induction programs and mentor/beginning teacher projects. As these quotes

from teachers indicate, mentors gain as much or more from their participation as do the novices:

> The Mentor Teacher Program acts as a catalyst for teachers to share their ideas and experiences with fellow teachers, enabling them to grow professionally and thus improve the education for students throughout the district.
>
> When teachers share their unique talents, there is a sense of electricity in the air. The Mentor Program provides an environment for this excitement to occur. It brings teachers together to share and grow professionally.
>
> I consider the Mentor Teacher Program to be the most powerful effort ever initiated to upgrade the educational process and status of teachers as they avail themselves of the training and services offered.
>
> I consider the Mentor Teacher Program to be very important and timely for education. And it can be a real shot in the arm for those of us who need the encouragement/support of our peers. It is, after all, teachers helping teachers.
>
> The future of education lies with teachers' willingness to share ideas and teaching strategies with each other.
>
> I consider it a privilege to work with my colleagues in an exciting, innovative program for teachers. (Lowney 1986)

The collegial nature of the mentoring relationship, and of the larger mentor program, means that all involved contribute to its growth and reap its benefits.

When teachers have the autonomy, opportunity, time, and resources to participate in their own and their colleagues' professional growth, instructional improvement is the obvious consequence.


Helping the Novice Grow
Cutting Edge Training
Rejuvenation
Expanded Career Role
Strengthening the Profession
The Payoffs
Visibility
Professional Sharing
Heightened Prestige

Putting It All Together

Come to the edge, he said.
They said: We are afraid.
Come to the edge, he said.
They came.
He pushed them...and they flew.
Guillaume Apollinaire

Review calendar several months in advance to anticipate needs and plan activities.

There is little doubt that ongoing, meaningful contact between mentors and proteges reinforces and fosters professional development and builds trust.

The following pages contain a month-by-month listing of suggested activities designed to promote interaction between mentors and their proteges. The activities suggested for each month were selected, in part, to correspond with typical activities and events occurring in a school year. Activities and topics were selected by reviewing research on the needs of beginning teachers and the experiences reported by mentors and proteges.

Mentors and proteges are encouraged to review these activities as a team, to modify them as needed, and to create others of their own in order to maximize the development of their relationship. An area for noting experiences or ideas is included in the calendar format.

Activities for district and/or building involvement, depending on the extent of their program, are included also.

Year-At- A-Glance

Checklist

AUGUST
- _____Meet, welcome your protege
- _____Develop collegial relationship (continue to monitor progress in this area)
- _____Communicate with principal
- _____District/Building activities

SEPTEMBER
- _____Informal meetings
- _____Monthly conference
- _____"Socializing" protege
- _____Mentor-Protege Action Plan
- _____Develop collegial relationship
- _____Observation and feedback
- _____Communicate with principal
- _____District/Building activities

OCTOBER
- _____Monthly conference
- _____Observation and feedback
- _____Informal discussions
- _____Share resources
- _____Communicate with principal
- _____District/Building activities

NOVEMBER
- _____Monthly conference
- _____Observation and feedback
- _____Professional development opportunities
- _____Communicate with principal

DECEMBER
- _____Monthly conference
- _____Informal communications
- _____Observation and feedback
- _____Communicate with principal

JANUARY
- _____Monthly conference
- _____Review semester
- _____Celebrate
- _____Informal contact
- _____Communicate with principal
- _____District/Building activities

FEBRUARY
- _____Monthly conference
- _____Informal contact
- _____Communicate with principal

MARCH
- _____Monthly conference
- _____Observation and feedback
- _____Develop peer-based relationship
- _____Informal communications
- _____Communicate with principal
- _____District/Building activities

APRIL
- _____Monthly conference
- _____Informal contacts
- _____Planned activities
- _____Communicate with principal

MAY
- _____Monthly conference
- _____Revise mentor-protege activities
- _____Informal communications
- _____Reinforce peer relationship
- _____Communicate with principal
- _____District/Building activities

JUNE
- _____Monthly conference
- _____Celebration/recognition
- _____Communicate with principal
- _____District/Building activities

August

ACTIVITIES AND IDEAS

Early contact is essential.

Meet, welcome your protege

- Welcome protege in a telephone call prior to school
- Take protege on tour of building
- Introduce protege to other staff

Work on developing the relationship

- Have coffee or lunch away from the building
- Attend social gatherings or meet in some social setting

Establish a system for ongoing communication

Communications with the principal

- Send an informal note about making contact with protege and about initial plans

DISTRICT/BUILDING ACTIVITIES

These responsibilities are important to the success of the program.

Match mentors-proteges

Notify mentor-protege teams of matches

Hold orientation, social gathering

Schedule inservices

NOTES

September

ACTIVITIES AND IDEAS

Mentors should be very accessible during the first day and the first week.

Informal meetings

- "Drop in" to touch base
- Share a funny or interesting event that happened during the day
- Write an occasional note acknowledging or supporting activities and successes
- Meet informally for coffee

A minimum of one scheduled meeting between the mentor and protege should be held monthly. The purpose of this meeting is to focus on specific ideas and concerns; possible topics have been suggested for each month.

Monthly conference

- Keeping gradebooks
- Maintaining student discipline
- Managing classroom instruction
- Obtaining supplies
- Identifying school policies, procedures
- Discussing homework, make-up work policies
- Maximizing academic learning time
- Preparing for parent conferences, contact

The written and unwritten rules of how things work here.

Socialization of protege into school

- Discuss school norms, social traditions
- Introduce to other staff
- Show where to find supplies, materials, etc.
- Review standard operating procedures

Tell principal about your initial contact and planning with your protege, but not about protege performance.

Communication with principal

See Appendix B for action plan examples and forms you can use.

Plan mentor activities with protege

- Cooperatively develop a flexible Mentor-Protege Action Plan

Are you having fun yet?

Work on relationship with protege

- Continue frequent communication and contact

Your relationship is key to success.

The focus should be on developing a professional, collegial relationship; more than just a friendship.

Refer to the previous section on "Observation and Feedback" for process steps.

Protege observation of the mentor

- Schedule demonstration lesson to be observed and followed by a conference
- Initial demonstration is in the mentor's classroom

DISTRICT/BUILDING ACTIVITIES

Encourage and support activities

Plan inservice for mentors and/or proteges

NOTES

October

ACTIVITIES AND IDEAS

Your second, pre-scheduled formal monthly conference.

Monthly conference

- Review parent conferencing, contacts
- Report cards
- Classroom management
- Discipline
- Managing instructional tasks, time management
- Audio-visual department
- Student motivation and feedback
- Review Mentor-Protege Action Plan

The first formal observation should be very nonthreatening; refer to previous discussion of "Observation and Feedback."

Observation of protege

- Schedule observation with pre- and post-conference time
- Identify focus for next observation

Informal discussions

- Continue to share events and happenings of the day

Share resources for professional development opportunities

Perhaps you could take a college class together, or attend a workshop.

- Educational Service Districts and similar supporting agencies
- Local university, college courses
- District staff development programs

Communicate with principal

DISTRICT/BUILDING ACTIVITIES

Plan activities which encourage communication and allow for mentors and proteges to share experiences.

Consider using principals, district office staff, Educational Service Districts, and staff from other supporting agencies in planning mentor-protege activities

NOTES

November

ACTIVITIES AND IDEAS

Check your district and building calendars to anticipate upcoming activities you should discuss or plan for.

Monthly conference

- Parent conferences, communications
- Providing feedback to students
- Curriculum resources, materials
- Review Mentor-Protege Action Plan
- Arranging for substitute teachers

Schedule opportunities for your protege to observe other teachers. You can make suggestions and help with arrangements.

Continue observation and feedback

Continue discussions about professional development opportunities

Communicate with principal

NOTES

December

ACTIVITIES AND IDEAS

Monthly conference

- School traditions, district policies regarding holiday events and activities

Informal communications

- Short, written notes of reinforcement and support

Formal observation/conference

Due to holidays, you may not want to do observations this month. Talk it over with your protege.

Communicate with principal

NOTES

January

ACTIVITIES AND IDEAS

Monthly conference

- School, classroom procedures for ending and beginning the semester
- Report cards and grading
- Curriculum resources
- Promoting positive relationships among students and teachers
- Review Mentor-Protege Action Plan

Reflection helps promote learning and growth.

Review first term's experiences

- Discuss highlights
- Evaluate growth experiences

Be creative! Involve protege's students in celebration.

Celebrate completion of first term

- Plan visible recognition

Informal communications are still very important; look for new opportunities.

Continue informal communications

DISTRICT/BUILDING ACTIVITIES

Continue communication with the principal.

Remember, this is not an evaluation of proteges! Principal can meet with mentors.

Review experiences and evaluate current success of program with mentors; identify any modifications

NOTES

February

A plan is very helpful, but it should be reviewed and modified regularly as needs change.

ACTIVITIES AND IDEAS

Monthly conference

- Plan activities for second semester
- Review and discuss district office staff roles, departments, and support services
- Share literature, research readings, professional journals
- Review Mentor-Protege Action Plan
- Use of community resources, e.g., guest speakers, field trips

Continue informal communications

Ongoing communications with building principal

NOTES

March

ACTIVITIES AND IDEAS

Monthly conference

- Protege's concerns, needs
- Professional organizations
- Review Mentor-Protege Action Plan

Your protege may not be familiar with the various professional associations and the relative advantages of membership.

Proteges will continue to benefit from observations of other teachers.

Protege observation of other teachers

Relationship with protege

Informal communications, contact

Be specific in identifying needs and giving feedback.

Discuss type of observations needed

Communicate with principal

DISTRICT/BUILDING ACTIVITIES

Make sure your inservice needs, and those of other mentors, are made known.

Inservice for mentors and/or protege

NOTES

April

Focus on building your protege's autonomy and self-confidence.

ACTIVITIES AND IDEAS

Monthly conference

- Career planning and development
- Testing and evaluation services
- Review Mentor-Protege Action Plan
- Begin discussing bringing the year to a close

Informal contact

Continue activities on action plan

Communicate with principal

NOTES

May

ACTIVITIES AND IDEAS

Monthly conference

- Procedures for ending/beginning the year

Begin to move the mentor-protege relationship away from previously established schedules and patterns.

Revise mentor-protege activities

Continue informal contact

Continue to focus on protege autonomy, self-confidence, and self-direction.

Build and reinforce peer relationship

DISTRICT/BUILDING ACTIVITIES

Review, reflect, celebrate!

Celebration of completing first year of teaching

- Awards or certificates signed by superintendent and/or principal
- Recognition banquet for mentors and proteges

NOTES

June

This is a time to reflect on the year just ending, and to think of its impact on the year to come.

The benefits of the program should remain visible to the staff.

This is a great time for a meeting of all mentors.

ACTIVITIES AND IDEAS

Monthly conference

- Concerns of protege
- Review of year's events

Continue recognition of the protege and of the mentor program

DISTRICT/BUILDING ACTIVITIES

Evaluate program; identify goals for next year

NOTES

Appendix A

Observation Tools

Observation Tools

Using observation tools is like taking snapshots of classroom events. Their purpose is to record, in an objective and useable manner, the verbal and nonverbal behaviors of students and teachers. There are many types of observation tools in existence, and the following serve as examples of what is available for classroom observers. Mentors and their proteges are encouraged to use whatever existing observation tools they agree will be helpful or to develop their own.

A. Seating Charts

Several techniques for observing student and teacher behaviors make use of the seating chart format. The advantages of these techniques include: (1) they are easy to use and interpret; (2) a large body of information can be recorded on a single chart; (3) they deal with relatively important aspects of classroom behavior; (4) they enable the observer to record one student's behavior, while at the same time observing the teacher and the class as a whole.

1. Student/Teacher Question Patterns

A seating chart can be used to record the frequency of each student's interaction with the teacher during any question-answer exercise.

Directions: When the teacher asks an individual student a question, place an arrow in that student's box. The arrow should be pointing away from the teacher. Each subsequent question directed to that student should be marked with a slash through the same arrow. In the example, one student was asked two questions, and the other student was asked four questions. (Figure 1)

Example:

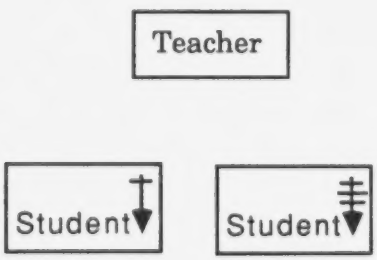


Figure 1

When the teacher directs questions to the entire class, place an arrow in or near the teacher's box on the seating chart. The arrow should point in the direction of the class. Subsequent questions directed to the entire class should be recorded as slash marks through the same arrow. (Figure 2)

Example:

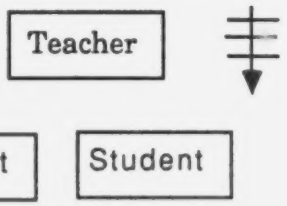


Figure 2

When a student asks a question or responds to the teacher's question, place an arrow in or near that student's box. In this instance, the arrow should point toward the teacher. Subsequent questions and responses by the student should be marked by slashes through the same arrow. (Figure 3)

Example:

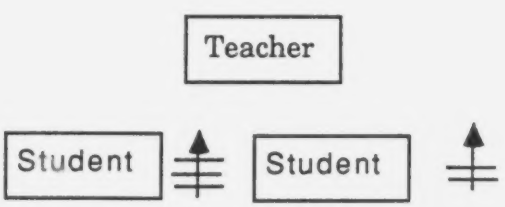


Figure 3

2. <u>On Task Behavior</u>

A seating chart is useful for providing data on whether students are engaged in appropriate behavior at specified times during a lesson.

Directions: Observe the class at three- or five-minute intervals. Using the suggested (or agreed upon) behavior categories, note what each student is doing at the specified times, and mark the appropriate symbols in the student's box. In the example, two students were talking with others (and were off task) at 9:00, and all students were on task at 9:03. (Figure 4)

Example:

Teacher

1. 9:00	1-O 6- 2-O 7- 3-O 8- 4-T 9- 5- 10-	1-O 6- 2-O 7- 3-O 8- 4-O 9- 5- 10-	1-T 6- 2-O 7- 3-T 8- 4-O 9- 5- 10-
2. 9:03			
3. 9:06			
4. 9:09			
5. 9:12			
6. 9:15			
7. 9:18	1-O 6- 2-O 7- 3-O 8- 4-O 9- 5- 10-	1-T 6- 2-O 7- 3-T 8- 4-T 9- 5- 10-	1-O 6- 2-O 7- 3-O 8- 4-O 9- 5- 10-
8. 9:21			
9. 9:24			
10. 9:27			

Suggested Symbols: O - On task
T - Talking with other students
D - Daydreaming or not paying attention

Figure 4

3. Reinforcement and Feedback

A seating chart may also be used to record teacher responses to individual student behavior. For example, the observer may wish to learn whether the teacher's communications with a class (or an individual student) are predominantly positive or negative.

Directions: Each time the teacher provides feedback to an individual student, decide whether the feedback is a reprimand, a positive response (compliment, etc.), a correction, or a neutral response. Then place the symbol for that feedback in the student's box. (Figure 5)

Example:

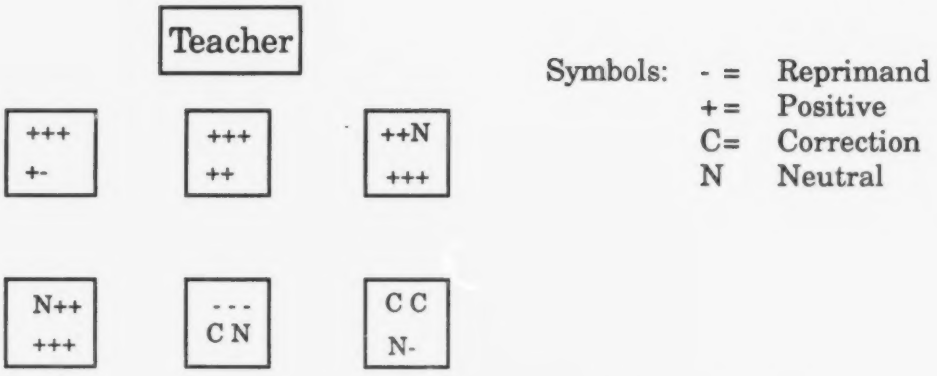


Figure 5

4. Classroom Movement Patterns

The observer may be interested in recording teacher and/or student movement in the classroom during a period of time. Data on a seating chart may provide information concerning teacher bias, classroom management procedures, student engagement, or some other aspect of classroom behavior.

Directions: Use lines with arrows to show which students move about the room during the observation period. (Figure 6)

Example:

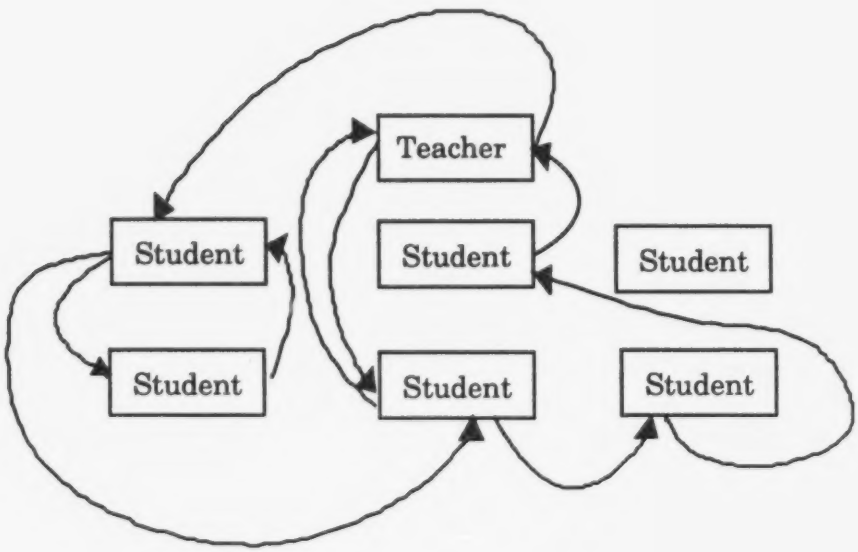


Figure 6

Directions: Draw lines with arrows to record teacher movement during the observation. (Figure 7)

Example:

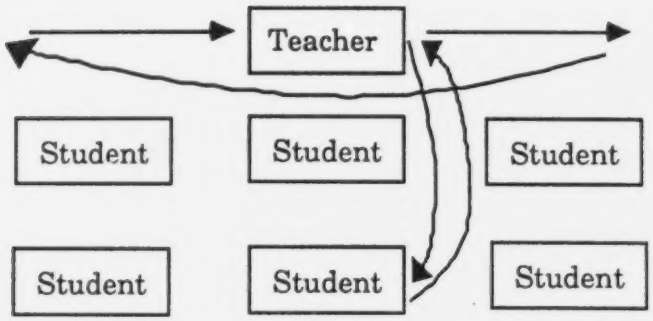


Figure 7

B. Cause and Effect Record

This observation tool is designed to give the observer and the teacher information concerning the influence of the teacher's actions on how students respond in the classroom. It can be useful in observing a teacher's classroom management, questioning strategies, direction giving, and other teacher behaviors that call for a student response.

> Directions: Divide a blank sheet of paper into two columns. Record teacher actions in the left-hand column and student response to these actions in the right-hand column. (Figure 8)

Example:

Teacher	Student (response)
Bell	Students moving to their seats
	Roll taken Students talking quietly to each other
Surveys class	Room quiets down
Turns on overhead and says: "Take out a piece of paper and answer the following questions on yesterday's reading assignment."	Students look at overhead and some students begin to take out paper

Figure 8

C. Verbatim Transcript

Many teachers and surpervisors have been trained to use an exact written record of teacher and student verbal interactions during an observation period. Whether it is selective (i.e. the kinds of verbal events to be recorded have been decided upon beforehand) or a complete account of teacher and student verbal behavior, the verbatim transcript allows for a rather thorough analysis of what has transpired in the classroom during the observation. Many experts advocate the use of the verbatim transcript because of its specificity in providing a teacher with feedback.

Appendix B

Mentor-Protege Action Plans

Mentor-Protege Action Plans

The Mentor-Protege Action Plan document is designed to be a collaborative guide for mentors and proteges as they conjointly plan their activities for the academic year. Typically, the Action Plan serves three functions:

1. Clarifies the roles and responsibilities of the mentor and protege.

2. Provides a focus and framework for mentor and protege teamwork.

3. Becomes an informative resource when shared with other mentor-protege teams.

The subsequent pages of Appendix B include a sample Mentor-Protege Action Plan form and three original plans, designed and used by teacher teams in southwest Washington schools. The teachers, whose names appear on the sample plans, have consented to have their plans reproduced in the *Mentor Teacher Handbook*.

MENTOR-PROTEGE ACTION PLAN

Mentor _____
Protege _____
School & District _____
Date _____ to _____

THREE PRIORITY GOALS FOR THE YEAR:

I. _____

II. _____

III. _____

OBJECTIVES	ACTIVITY (what, who, where, dates)	Evidence of Completion/Successes

(Example A)

MENTOR-PROTEGE ACTION PLAN

Mentor Jeannette Moszetter
Protege Mercedes Gonzalez
School & District Evergreen High, Evergreen School District
Date September 1986 **to** June 1987

THREE PRIORITY GOALS FOR THE YEAR:

I. Maintaining smooth, efficient classroom routines.

II. Continuing the orientation of the students to the lesson

III. Continuing teacher and student momentum/motivation

OBJECTIVES	ACTIVITY (what, who, where, dates)	Evidence of Completion/Successes
I. Efficient routines	I.	I.
A.. Hold students accountable for assignments and test deadlines	A. 1 Announce and post deadlines early 2 Allow only emergency exceptions 3 Inform students that they must give the teacher prior notice if they will be absent due to school-related functions	A. Mentor observation of beginning teacher and post-conference discussion.
B. Monitor students' attendance	B. Make weekly check of absentees with unexcused absences. Check printout to see if all classes were dismissed that day. Write referrals if necessary.	B. Obtain printout. Review it with mentor teacher.
	(Continued Below)	

OBJECTIVES	ACTIVITY (what, who, where, dates)	Evidence of Completion/Successes
II. Orientation	II.	II.
A. Orient student to the day's lesson plan	A. Announce a preview of the day's lesson plan.	A. Mentor observation of beginning teacher. Post-conference.
B. Review the previous day's material and do comprehension check.	B. Give a written wake-up exercise that features previous day's grammar points and give oral questions to check comprehension.	
C. Introduce new grammar concept by relating it to what they already know.	C. Model concept using learned vocabulary. Students attempt to deduce the new rule from the examples given.	
D. Focus students on new grammar point.	D. Teacher directed practice of new grammar in class.	
III. Momentum/Motivation	III.	III.
A. Deter students from stagnating, keeping them engrossed in progressive activities.	A. Create a variety of alternative activities and lesson plans to provide flexibility while progressing toward desired objective.	A. 1. Mentor and\ beginning teacher work together to create innovative games and activities. Share results.
B. Hold students accountable for information missed when absent, so that the class may proceed as one unit.	B. Record the day's activities, including page numbers, and have make-up work readily available.	2. Mentor and beginning teacher solicit new ideas through observation of colleagues, and "idea-exchange afternoons."
		B. Mentor observation of beginning teacher. Post conference.

(Example B)

MENTOR-PROTEGE ACTION PLAN

Mentor Ed Watson
Protege Denise Waller
School & District Dorothy Fox Elementary, Camas School District
Date September 1986 **to** June 1987

THREE PRIORITY GOALS FOR THE YEAR:

I. To become comfortable with the third grade curriculum.

II. Answer questions about "in housekeeping chores" such as reading cards, math SLO cards, report cards, etc.

III. Be of assistance with questions about classroom management, discipline, teaching strategies, etc.

OBJECTIVES	ACTIVITY (what, who, where, dates)	Evidence of Completion/Successes
1. Knowledge of third grade curriculum.	1. On a daily basis answer any questions about what is taught.	Ongoing through June 11, 1987.
	Every Wednesday at lunch time, the third grade team will meet for curriculum planning.	Ongoing through June 11, 1987.
	Whenever possible, do large group instruction so that Denise has an opportunity to observe. Large group would be taught by the other third grade teachers.	To date, 10 large group instructions have been done. Denise will be doing a large group activity in May dealing with the Indians of the Desert.
2. Knowledge of housekeeping chores	2. Sitting down with Denise, showing her by using results from the other third grade rooms and her room, she will learn how the reading tracking cards, math SLO cards, etc. are filled out. (Continued Below)	Ongoing through June 11, 1987 with emphasis on making sure everything is complete by June 11.

OBJECTIVES	ACTIVITY (what, who, where, dates)	Evidence of Completion/Successes
3. Questions about classroom management.	3. Denise will be given time to observe different grade levels in the building and the other elementary school to look for ideas and strategies that are being used in these areas by other teachers.	January 28, 1987—visit to Fircrest Elementary / Evergreen S.D. January 28, 1987—visits to Marshall and King Elementary, Vancouver S.D. May 1987—visit to Lacama Heights Elementary/Camas S.D. Ongoing visits with building for the purpose of observation.

(Example C)

MENTOR-PROTEGE ACTION PLAN

Mentor Margaret J. Miller
Protege Elizabeth L. Blank
School & District Kelso High School District
Date August 1986 **to** June 1987

THREE PRIORITY GOALS FOR THE YEAR:

I. Orient to logistics of program, district and building.

II. Interpret techniques and concepts of gifted education.

III. Apply gifted education techniques and concepts to writing of specific curriculum units.

	OBJECTIVES		ACTIVITY (what, who, where, dates)	Evidence of Completion/Successes
1.	To become oriented	a.	8/86-6/87 Mentor shares knowledge of logistics of program, district and building	Ongoing
2.	To learn techniques, styles and curriculum in gifted education.	a.	1/87 Beginning teacher setup observations (teaching highly capable students)	Called to set up time.
		(1)	2/87 Thurston	
		(2)	3/87 Evergreen	
		(3)	4/87 Battle Ground	
		(4)	11/86 Kelso (regular classroom)	6th grade, Barnes Elementary
		(5)	9/86-6/87 Observe mentor teacher.	20 times to 1/24/87
		b.	8/86-6/87 Mentor shares gifted education materials and techniques.	Semi-weekly

(Continued Below)

OBJECTIVES	ACTIVITY (what, who, where, dates)	Evidence of Completion/Successes
	c. 9/86-6/87 Both teacher master word processing and computer programming.	Appleworks course
3. To write curriculum	a. 10/86 zoo unit 12/86 water unit 11/86 research unit (artifact box) 1/87 individualized project unit 9/86-1/87 effective problem solving 9/86-1/87 Bloom's Taxonomy of Educational Objectives-Cognitive 2/87 journalism unit 2/87 creative dramatics unit 4/87 poetry unit 5/87 public library skills unit	zoo trip packet completed by students exchange with mystery class student projects in 2nd phase ongoing ongoing
4. To analyze the teaching act	a. 11/86 Both teachers view sound filmstrip on modalities.	viewed and discussed
	b. 1/87 Beginning teachers use all observation charts introduced at BTAP.	1/21/87 used, discussed
	Mentor teachers use all observation charts introduced at BTAP.	daily
	c. 9/86-6/87 Mentor observes beginning teacher informally.	

Appendix C

First Day Checklist

Check List

Preparing for the First Day

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time.

Directions:

- Check ( ) each item for which you already have a prepared process.
- Place an (X) by any item for which you do not have a policy but believe you need one.
- Highlight those items which you will teach the students the first day of class.

I. Beginning Class

___ A. Roll Call, Absent, Tardy

___ B. Academic Warm-Ups

___ C. Distributing Materials

___ D. Class Opening

II. Room/School Areas

___ A. Shared Materials

___ B. Teacher's Desk

___ C. Drinks, Bathroom, Pencil Sharpener

___ D. Student Storage/Lockers

___ E. Student Desks

___ F. Learning Centers, Stations

___ G. Playground, Schoolgrounds

___ H. Lunchroom

___ I. Halls

III. Setting Up Independent Work

___ A. Defining "Working Alone"

___ B. Identifying Problems

___ C. Identifying Resources

___ D. Identifying Solutions

___ E. Scheduling

___ F. Interim Checkpoints

IV. Instructional Activities

___ A. Teacher, Student Contacts

___ B. Student Movement in the Room

___ C. Signals for Students' Attention

___ D. Signals for Teacher's Attention

___ E. Student Talk During Seatwork

___ F. Activities to Do When Work is Done

___ G. Student Participation

___ H. Laboratory Procedures

___ I.. Movement in and out of Small Groups

___ J. Bringing Materials to School

___ K. Expected Behavior in Group

___ L. Behavior of Students not in Group

V. Ending Class

___ A. Putting Away Supplies, Equipment

___ B. Cleaning Up

___ C. Organizing Class Materials

___ D. Dismissing Class

VI. Interruptions

___ A. Rules

___ B. Talk Among Students

___ C. Conduct

___ D. Passing Out Books, Supplies
___ E. Turning in Work
___ F. Handing Back Assignments
___ G. Getting Back Assignments
___ H. Out-of-Seat Policies
___ I. Consequences for Misbehavior

VII. Other Procedures
___ A. Fire Drills
___ B. Lunch Procedures
___ C. Student Helpers
___ D. Safety Procedures

VIII. Work Requirements
___ A. Heading Papers
___ B. Use of Pen or Pencil
___ C. Writing on Back of Paper
___ D. Neatness, Legibility
___ E. Incomplete Work
___ F. Late Work
___ G. Missed Work
___ H. Due Dates
___ I. Make-up Work
___ J. Supplies
___ K. Coloring or Drawing on Paper
___ L. Use of Manuscript or Cursive (Elem)

IX. Communicating Assignments
___ A. Posting Assignments
___ B. Orally Giving Assignments
___ C. Provision for Absentees
___ D. Long-term Assignments
___ E. Term Schedule
___ F. Homework Assignments

X. Student Work
___ A. In-class Participation
___ B. In-class Assignments
___ C. Homework
___ D. Stages of Long-term Assignments

XI. Checking Assignments in Class
___ A. Students Exchanging Papers
___ B. Marking and Grading Assignments
___ C. Turning in Assignments
___ D. Students Correcting Errors

XII. Grading Procedures
___ A. Determining Grades
___ B. Recording Grades
___ C. Grading Long Assignments
___ D. Extra Credit Work
___ E. Keeping Papers, Grades, Assignments
___ F. Grading Criteria
___ G. Contracting for Grades

XIII. Academic Feedback
___ A. Rewards and Incentives
___ B. Posting Student Work
___ C. Communicating with Parents
___ D. Students' Record of Grades
___ E. Written Comments on Assignments

Adapted from A+chieving Excellence, Mid-Continent Regional Educational Laboratory, Kansas City, MO (1987).

Appendix D

Journal Articles

Each of the three articles appearing in this appendix has been reprinted with the permission of the Association for Supervision and Curriculum Development.

Synthesis of Research on Mentoring Beginning Teachers

Mentor teachers and their proteges will be more successful if they are trained for their roles in accord with a five-level Helping Relationship model.

William A. Gray and Marilynne M. Gray

As a way to improve the induction of beginning teachers and to provide leadership opportunities for career teachers, school districts in California and elsewhere are arranging for the experienced teachers to serve as mentors to the beginners (whom we will call proteges).

Mentoring has a long history of success, beginning with Odysseus' decision to entrust the education and development of his son to a wise and learned man named Mentor some 3,500 years ago, and continuing to its present application in training nurses (Fagan and Fagan, 1983), psychologists (Pierce, 1983), sociologists (Phillips, 1979), scientists (Rawles, 1980), teachers (Gray and Gray, 1985; Gray and Rogers, 1982), educational administrators (Hepner and Faaborg, 1979; Moore and Sangaria, 1979), and business executives (Alleman, Dalton, and others, 1977; Hennig and Jardim, 1977; Klaus, 1979; Kram, 1980, 1983, 1985; Levison and others, 1982; Clawson, 1979; Collins and Scott, 1978, 1985; Levinson and others, 1978; Missirian, 1980; Phillips, 1977; Phillips-Jones, 1983; Roche, 1979; Sheehy, 1976, 1981).

Like other innovations, however, formal mentoring programs require planning and support. Laura Wagner (1985), administrator of the California program, asks, "How can useful evaluations be conducted when program goals are intangible and hard to operationalize, when 'the program' is different in every site at which it operates, when evaluation has not been mandated from the program's inception, when required documentation is absolutely minimal, and when timelines are extremely tight?" Without provisions for credible candidate and program evaluation, Wagner warns, "...the Mentor Teacher Program may well become just another bright flash in the fast-changing pan that brings educational reform proposals into the light."

A useful source of information for those designing and evaluating mentor programs is the extensive body of research on mentoring produced in recent years. Most studies of mentoring have been done in the business field, and have typically investigated informal or "happenstance" mentoring some five or more years after less-experienced employees (proteges) realized that they had been mentored in their career advancement or personal development by more-experienced, higher-ranking employees who took a personal interest in them.

Mentor Characteristics

Findings reveal that certain mentor and protege characteristics are important. Clawson (1979) found that good mentors are people-oriented, tolerate ambiguity, prefer abstract concepts, value their company and work, and respect and like their subordinates. Alleman (1982) found that successful mentors are confident, secure, flexible, altruistic, warm and caring, sensitive to proteges' needs, and that they trust their proteges.

What Successful Mentors Do

Even more important are *behaviors*—what mentors do with and for proteges, and how enthusiastically proteges receive and respond to mentor help. Alleman (1982) concluded that "since no single 'mentor-type' was found, selection is not the primary issue. Rather, mentoring involves mentor-like behavior, and behavior, once identified, can be taught." What mentor behaviors are

important? Phillips (1977) studies the differences in impact on proteges of "primary" and "secondary" mentors: the former have greater impact because they stick their necks out for their proteges, share power and expertise, give a personal blessing, and take a personal interest in the protege's career and personal well-being; the latter show much less personal caring for the protege, functioning in a business-like manner. Kram (1980) found the successful mentors fulfill five *career functions* (expose proteges to new opportunities, coach and sponsor them, protect and challenge them) as well as four *psychosocial functions* (role-model, counsel, accept-confirm, and befriend them) as the mentor-protege relationship is being cultivated.

Behaviors of Mentor Teachers

What mentor behaviors help new teachers? Two studies of informal or "happenstance" mentoring provide some answers. Fagan and Walter (1982) found that of 107 teachers who reported being mentored by one or more veteran teachers during their first year of teaching,

> ...74 percent of teacher proteges credited their mentor with helping them to gain self-confidence; 40 percent said their mentor helped them learn the technical aspects of their job; 67 percent reported that their mentor listened to their ideas and encouraged their creativity; 51 percent indicated that their advisor helped them better understand the school's administration; and 17 percent said their mentor taught them how to work with people. Proteges with one definite mentor were more satisfied with their work than those who had either no mentor or several mentors.

Mentor Roles

Gehrke and Kay (1984) interviewed 41 teachers who claimed to have been mentored during their first year of teaching. To find out what constituted mentoring from the point of view of these novices, their comments about their mentors were categorized into eight possible mentor roles as identified by Schien (1978). The most frequently filled mentor roles were those of teacher (reported 25 times), confidant (17), and role model (13). Schein's other possible roles were developer of talents (11), sponsor (11), door-opener (4), protector (2), and successful leader (0). Employing Clawson's (1979) definition, Gehrke and Kay labeled as "mentor" only those persons who had fulfilled at least three of Schein's eight mentor roles, had shared with proteges a mutual commitment to common goals, and had a comprehensive influence on the proteges' professional and career development. They concluded that only 13 of those 41 inductees experienced a real mentor-protege relationship during induction—a relationship that gradually developed to become more personally caring and professional (addressing professional growth questions on instruction, curriculum, and classroom management). These mentors were characterized as being genuinely interested in their proteges, helpful, caring, willing to take time, dedicated, friendly, outgoing, patient, influential, and as being professional role models. Interestingly, only four former teachers and three co-workers were named as mentors, while 21 former college professors/supervisors and eight school principals were so named.

Selecting and Matching Mentors and Proteges

What factors should be considered when selecting and matching mentors and proteges to work together in a formalized mentoring program? While this has not been rigorously researched, a pilot study of four first-year teachers paired with four support teachers revealed that two pairings were unsuccessful because one pair was located in different parts of the school, which reduced interaction, and the other pair did not teach the same subjects or share similar ideologies about teaching, classroom management and discipline (Huling-Austin and others, 1985). These researchers concluded that:

> ...every effort (should) be made to select a support teacher who is not only considered to be a successful teacher, but also teaches the same subject and grade level as the first year teacher, whose classroom is in the same general area of the building, and who has comparable ideologies about teaching, classroom management and discipline...An effort should also be made to determine if the beginning teacher recognizes the benefits to be gained from working with a support teacher. If he/she does not, these benefits should be explained and the beginning teacher should be encouraged to consider the advantages of this type of relationship.

Voluntary or Required?

These comments suggest that beginning teachers should be able to choose whether to have a mentor or not. Most researchers advise that participation in such

programs be voluntary (Klauss, 1979; Kram, 1985; Phillips-Jones, 1983) because

> ...achieving a mentor relationship with an older person is like falling in love—you can't force it to happen...You can, however, make yourself receptive to such a relationship by displaying a teachable attitude and an eagerness to learn (Williams, 1977).

Nevertheless, formally arranged mentor-protege pairings can work. In a study of 393 beginning teachers in Georgia, significantly more novices demonstrated classroom mastery of 16 competencies related to effective teaching when an assigned "buddy teacher" (mentor) worked with them during their first year of teaching (Tanner and Ebers, 1985). In the University of Wisconsin-Whitewater Teacher Induction Program (1985), follow-up studies of 50 inductees, each of whom received mentoring from a local staff member assigned to help them, showed that the program had increased the professional skill, judgment, and competency of the participants and had screened some less able candidates from the profession.

Needs of Beginning Teachers

What kind of help do beginning teachers need? After reviewing 83 studies, Veenman (1984) contended that the problems of beginning teachers are person-specific and situation-specific. A study of 602 first-year teachers in New York City (Saks and Brady, 1985), [revealed the following needs:] mentor help for moral support, guidance, and feedback (cited by 24 percent); discipline and management (20 percent); curriculum and lesson planning (18 percent); school routines and scheduling (15 percent); motivational techniques (6 percent); and individualized instruction (2 percent).

Because beginning teachers want to achieve professional autonomy and status equality with their colleagues (Lortie, 1975), 92 percent do not seek help from colleagues except indirectly by swapping stories about personal experiences (Glidewell and others, 1983). This hides novices' weaknesses but does not enable them to obtain help with these factors—inexperience, unavailability of expertise, and ambiguity about goal attainment—that produce 93 percent of teacher stress related to performing professional tasks. More than "experience swapping" is needed: a sense of community must be established, consisting of interdependency, shared concerns, a sense of common fate, and a sense that others "stand by" when one is under stress or uncertain about what to do.

These support features are found in clearly conceived and properly implemented mentoring programs. Research suggests that such programs should contain the components shown in Figure 1. Mentors must be carefully selected and matched with proteges, and mentor-protege pairs must be trained to work together harmoniously. Support personnel must be trained to provide supervision, formative evaluation, and additional training during the mentoring process. Summative evaluation must be effective to determine mentor impact, protege gains, and, thus, the effectiveness of initial training and continual monitoring (Bird, 1983).

The Mentor-Protege Relationship

Nearly all researchers agree that the key to successful mentoring is the mentor-protege relationship, yet we are among the few who have studied the relationship while it was developing (Gray, 1984a, b). Most researchers have asked proteges to recall the stages of the mentoring process in business settings, five or more years after the relationship had ended. When doing this, Phillips (1977) found six

Highlights of Research on Mentoring

Research in business and education has found that:

- Effective mentors are people-oriented and secure. They like and trust their proteges.
- Successful mentors take a personal interest in their proteges' careers, share power and expertise, encourage their proteges' ideas, and help them gain self-confidence.
- Beginning teachers report needing help with discipline and classroom management, curriculum and lesson planning, and school routines. Most of all they feel a need for moral support, guidance, and feedback.
- The key to successful mentoring is the mentor-protege relationship, which can be represented by a five-step model ranging from level one, at which the mentor plays the primary role, to level five, at which the protege becomes a self-directed professional.

stages: *Initiation*; *the sparkle* (presenting one's best self to produce mutual admiration); *development* (mentor gives and protege receives until the mentor delegates more decision-making responsibility to protege; discussion focuses on organizational politics and how to attain career plans); *disillusionment* (when it is realized that little more can be gained by continuing the relationship); *parting* (to become independent, with or without bitterness, depending on how it takes place); and *transformation* (becoming a peer, friend, and equal who can now help the mentor). Kram (1983) found four stages that describe a similar progression: *initiation* (fantasies become realistic expectations); *cultivation* (mentor provides the five career and four psychosocial functions mentioned previously); *separation* (protege becomes competent and independent); and *redefinition* (either a mutually supportive friendship develops or mentor and protege feel used and bitter).

We have the dynamic nature of the Mentor-Protege Helping Relationship in a five-level model (see Figure 2). When we train mentors to use this model, they are better able to provide important types of help (leadership, role-modeling, instruction, demonstration, motivation, supervision, counseling, and indirect mentoring) in the varied and appropriate ways a protege needs to reach Level 5, where he or she becomes competent enough to autonomously handle the problems that beginning teachers most frequently encounter (Veenman, 1984).

At Level 1 (M), mentors do such things as: read about typical problems and concerns experienced by novices; receive training on how to work with proteges and other support personnel; prepare and teach demonstration lessons so proteges can observe specific techniques or materials being used; provide indirect mentoring by arranging for proteges to learn from other competent teachers; protect proteges from foreseeable problems and unjust criticism; promote staff acceptance of proteges; locate resources proteges need for teaching; and so on. Mentors employ the style of situational leadership (Hersey and Blanchard, 1977) in which they "tell" relatively naive proteges what to do and how to do it. While interacting with proteges at Level 2 (Mp), mentors draw on their greater experience, realism, and expertise to do such things as: role-model how to "get things done" within the politics of the school so proteges fit into the school's culture (Sarason, 1971); demonstrate specific teaching techniques and materials; "sell" proteges (Hersey and Blanchard, 1977) on realistic ways of performing tasks such as establishing classroom management; provide external reinforcement; and show proteges how to prepare course unit plans and previews/overviews.

At Levels 1 and 2, mentors exercise more "power" than proteges because they have a greater supply of valued resources. This can present problems because new teachers value the professional norms of equality and autonomy (Glidewell and others, 1983). If mentors "get stuck" at Level 1 or 2 and proteges believe that little more can be gained from mentors at these levels, proteges will likely stop valuing (Auster, 1984) and reject their mentors to achieve a nondependent status. Before this happens, a perceptive mentor will recognize and take pride in the protege's need to change the nature of the relationship to a more egalitarian one by working with the protege at Levels 3 and 4.

At Level 3 (MP), mentors acknowledge proteges' existing and developing competencies, and thus provide "participatory" leadership (Hersey and Blanchard, 1977) to enable proteges to make an equal contribution during their interactions. This is facilitated by joint problem solving, brainstorming, consensus reaching, open discussion, and contracting.

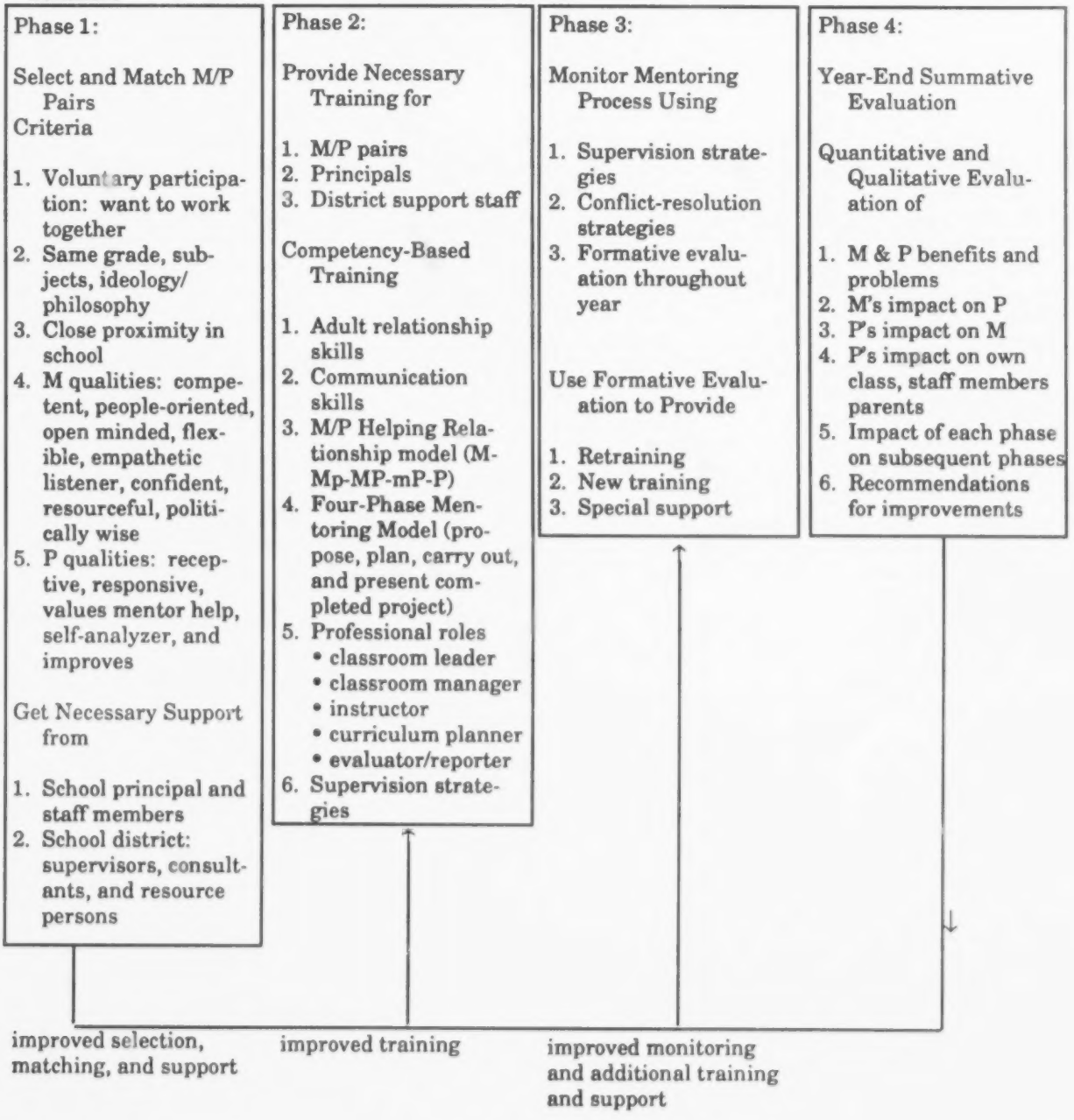
Before giving a protege the blessing to go it alone, the mentor should exercise a new type of leadership by "delegating" greater responsibilities (Hersey and Blanchard, 1977), and giving proteges "guided practice" (Hunter, 1981) to ensure that they can succeed. This happens at Level 4 (mP) as the mentor listens to and encourages the protege's proposals to try out his or her own ideas, teaching style, classroom management scheme, and so on. The mentor thus fosters discovery, learning, creativity, and self-evaluation while supporting the protege's attempts to organize new values into his or her value system.

Upon reaching Level 5 (P), proteges are competent and confident enough to function without mentor help. They need no help in solving problems in those areas where they have acquired sufficient experience and competence. They have

internalized and become characterized by values and other things learned during the mentoring process, thus learning to"fit in" while being able to promote change in a way that tempers their vitality and idealism with the realities of daily teaching responsibilities. When proteges need additional mentor help with something new, perceptive mentors return to the appropriate level of the model—as indicated by its feedback loop.

If formalized mentoring is conceptualized and implemented

Figure 1: Components of a Four-Phase Formalized Mentoring Program to Induct Beginning Teachers


Phase 1:
Select and Match M/P Pairs
Criteria
1. Voluntary participation: want to work together
2. Same grade, subjects, ideology/ philosophy
3. Close proximity in school
4. M qualities: competent, people-oriented, open minded, flexible, empathetic listener, confident, resourceful, politically wise
5. P qualities: receptive, responsive, values mentor help, self-analyzer, and improves
Get Necessary Support from
1. School principal and staff members
2. School district: supervisors, consultants, and resource persons
Phase 2:
Provide Necessary Training for
1. M/P pairs
2. Principals
3. District support staff
Competency-Based Training
1. Adult relationship skills
2. Communication skills
3. M/P Helping Relationship model (M-Mp-MP-mP-P)
4. Four-Phase Mentoring Model (propose, plan, carry out, and present completed project)
5. Professional roles
• classroom leader
• classroom manager
• instructor
• curriculum planner
• evaluator/reporter
6. Supervision strategies
Phase 3:
Monitor Mentoring Process Using
1. Supervision strategies
2. Conflict-resolution strategies
3. Formative evaluation throughout year
Use Formative Evaluation to Provide
1. Retraining
2. New training
3. Special support
Phase 4:
Year-End Summative Evaluation
Quantitative and Qualitative Evaluation of
1. M & P benefits and problems
2. M's impact on P
3. P's impact on M
4. P's impact on own class, staff members parents
5. Impact of each phase on subsequent phases
6. Recommendations for improvements
improved selection, matching, and support
improved training
improved monitoring and additional training and support

in accord with the Helping Relationship model, it can meet the specific needs of beginning teachers and provide increased professional satisfaction to mentors. If not, it is likely to become just another educational bandwagon that only complicates teachers' lives and adds to their frustration and sense of futility.

Figure 2: Gray's Mentor/Protege Helping Relationship Model and Major Mentor Functions/Roles (Model indicates varied types/levels of help mentor provides to enable protege to gain competencies, confidence, realistic values, experience, and so on needed to function autonomously as a complete professional.)

MENTOR FUNCTION/ ROLES	M	Mp	Mp	mP	P
			feedback loop		
SITUATIONAL LEADERSHIP	• M tells P what to do	• M sells P on what to do	• M invites P's joint participation	• M delegates to P and supports	• P is self-directed
ROLE-MODEL	• P observes how M acts professionally with others	• M teaches P "the ropes" (gate-opening)	• Dialogue about school's culture and ethos	• M supports P's ideas for change (gate-opening)	• P "fits in" and also promotes change
INSTRUCTOR/ PROMOTER OF THINKING SKILLS	• Direct instruction of basic knowledge	• M queries P to check for comprehension	• Socratic dialogues; M facilitates application, analysis	• M arranges guided discovery-learning, facilitates synthesis and evaluation	• P self-educates
DEMONSTRATOR/TEACHER	• M exemplifies, leads by example	• M shows P how, uses demonstrations	• M & P jointly demonstrate something	• M supports P's demonstrations	• P demonstrates independently
MOTIVATOR/ PROMOTER OF REALISTIC VALUES	• M displays enthusiasm P is receptive	• M positively reinforces and enculturates P; P positively responds	• M & P value each other's contributions; contract together	• M encourages P's experimentation/ideals; P conceptualizes new values	• P is characterized by new values, is intrinsically motivated
SUPERVISOR	• M gives directives, advice, assertions	• M suggests improvements; P responds	• M & P brainstorm, agree on problem solutions	• M gives feedback, encourages and supports P's proposed improvements	• P self-evaluates and improves
COUNSELLOR	• M provides anecdotes, examples, cases	• M confronts P, suggests improvements; P responds	• M & P discuss/ contract for changes	• M listens to P's concerns, supports P's solutions	• P resolves concerns autonomously
PROMOTER OF INDIRECT MENTORING	• M arranges for P to learn from others (gate-opening)	• M prepares P to learn from others	• M & P discuss what P learns from others	• M helps P incorporate what was learned from others	• P internalizes new learning

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Teachers as Teacher Advisors: The Delicacy of Collegial Leadership

As they observed their own emerging relationships with teachers, Marin County teacher advisors discovered the dilemma posed by leadership among peers.

Judith Warren Little

Among the potentially most useful yet most demanding interactions among teachers are those that focus on actual classroom performance. Such interactions enable teachers to learn from and with one another, and to reflect on crucial aspects of curriculum and instruction. However, they also place teachers' self-esteem and professional respect on the line, because they expose how teachers teach, how they think about teaching, and how they plan for teaching to the scrutiny of peers. The challenge is to devote close, even fierce, attention to teaching while preserving the integrity of teachers.

A highly regarded Teacher Advisor Project at Marin County Office of Education (California) presented one opportunity to examine advisor-teacher interactions that are closely bound to observed classroom practice. Over a three-year period a cadre of experienced advisers learned not only to comment effectively on teaching but also to work reciprocally with teachers. The advisers came close to the classroom without coming close to the bone. Their direct involvement with teachers, comparable to roles envisioned for master and mentor teachers and to senior positions in career ladder plans, showed that the perspectives and skills of advising have broad utility.

The Skills of Advising Project

In a joint venture by the Far West Laboratory and the Marin County Teacher Advisor Project, teacher advisors, teachers and researchers analyzed videotapes of advisor-teacher conferences based on classroom observation. Completed during the spring of 1984 by eight advisors in collaboration with 14 teachers, the taped conferences were diverse in grade level and subject matter, but they had two crucial characteristics in common.

First, conferences were extraordinary events. Without exception, the participating teachers found the conferences stimulating, rewarding, even "an ego boost." From the point of view of the teachers, these conferences "worked," offering a professional opportunity that most would eagerly repeat.

Second, they were rare. Even in those schools where teacher advisors worked regularly, interactions that brought advisors close to teachers' thinking about teaching or to their classroom performance were infrequent. As recorded on their routine contact logs, most advisors' work occurred outside the classroom.

For advisors, as for master or mentor teachers, the acceptance, mutual respect, and close working relations that made advisors welcome in the classroom appear hard-won. The advisor role had neither the force of bureaucratic authority nor the weight of tradition behind it. Advisors could apply no formal sanction (for good or ill) and could wield little direct influence over the teachers' future rewards or opportunities. Rather, advisors influenced teachers through informal interaction.

Drumming up business. Advisors and teachers shared the dilemma of getting started with one another. Teachers were quietly perplexed about how to proceed; some resented the hours advisors spent in the lounge (trying to drum up business) while teachers were hard at work in classrooms. Advisors' open-ended invitation to "use me" left teachers hesitant to propose anything that might cast the advisor in the role of "gofer" or aide. At the same time, advisors were hesitant to propose specific projects with teachers for fear of "stepping on

toes." The result was a strange dance that transpired mostly in the teachers' lounge, mostly at a polite distance, and rarely in the more intimate environs of the classroom.

To get past the teachers' lounge, advisors recruited interested individuals on a case-by-case basis. Teachers who were interviewed felt that the first move was best made by the advisor, whose role in the school was unfamiliar and ambiguous. The advisor could make a pitch to teachers about work worth doing, but the advisor's proposals had to be very specific: "This is what I've done before. This is what I could do for you."

Principals and practices of advising. The generally helpful stance that advisors took toward teachers, contributing in any way they could, combined with the well-designed group training sessions, which they conducted for teachers to earn them entry to teachers' classrooms. Once there, the way advisors conducted themselves in discussions and conferences with teachers helped earn them the right to come again.

A close look at the videotaped conferences revealed six ways in which advisors and teachers successfully looked at teaching together. The six principles are presented from two points of view. First, they present the ways an advisor and teacher work together: conferences attain the greatest depth, vigor and range as a joint achievement of a skillful pair accustomed to working together on teaching. Second, they present the way an advisor takes the lead to build the necessary shared understandings, habits and skills. (See Figure 1.)

Do advisors give advice? There are no established traditions in the teaching profession by which teachers receive advice on their teaching, or offer advice to others. However skillfully and enthusiastically conducted, the conferences described here placed teachers on unfamiliar ground with one another. Advisors were hesitant to "set themselves up as expert." They only rarely gave direct advice in their face-to-face conferences with teachers. Three explanations seemed plausible to the advisors.

1. Knowledge. While secure in their general grasp of curriculum and pedagogy, advisors sometimes believed they know too little to construct useful advice about a specific teacher's intentions and practices, the observed grade or subject, or a particular classroom situation.

2. Strategies. Advisors were reluctant to introduce their own ideas in ways that might undermine teachers' own analyses or ignore their aspirations. To elicit commentary from teachers, they concentrated on mastering techniques of careful description, active listening, and skillful questioning.

3. Etiquette. In their reticence to give advice, advisors were responding to the prevailing professional etiquette among teachers: advice is not highly prized. Offering advice, especially unsolicited, runs counter to the valued, accepted, collegial behavior of teachers. The etiquette surrounding advice-giving appears to be one instance of a larger phenomenon, in which the reluctance to assert oneself on matters of curriculum and instruction is seen as proper restraint in the exercise of professional good manners.

Pushing the Limits of the Advisor Role

For master and mentor teachers who must live up to the honor (and title) accorded to them, the advisors' ambivalence about their position may strike a familiar chord. The advisor role can be examined from three perspectives: (1) the advisor as peer who models productive professional relations, offering assistance when asked; (2) the advisor as a staff developer or curriculum specialist who offers training and consulting on specific topics; (3) the advisor as a senior colleague whose demonstrated knowledge, skill, and energy warrant the rights to initiate and lead that go with the title of advisor. The first perspective was most consistent with descriptions offered by the advisors themselves, who stressed the "facilitative" aspects of their relations with teachers. The third perspective deserves our attention in light of the recent pressure to expand career leadership opportunities and rewards.

The idea of leadership roles for teachers was attractive to advisors and teachers alike. For both, however, "facilitating" teachers was more acceptable than leading them; facilitation respects colleagues as persons and professionals, and considers their humanity and their work. Facilitative advisors should be creative and diligent in their efforts to assist teachers, eagerly joining in their work without proposing what the work should be.

A more assertive stance appeared to raise the spectre of heavyhandedness. Advisors worried that they would be seen as insensitive to teachers' preferences and blind to their talents; they feared that direct and assertive action would be interpreted as riding roughshod.

At issue was how advisors or master and mentor teachers, with the promises and claims implicit in these roles, could become leaders in the improvement of teaching. If selection as an "advisor" carried no special status or expert standing with

Figure 1: Six Principles of Advising
The "technical" principles: talk about teaching

Common Language

Skillful pairs agree on the importance of a common language and make a deliberate move to use shared ideas and language to describe, understand and refine teaching.

Skillful advisors take the lead in conveying the importance of a shared language, locating and proposing key ideas and terms, teaching them to others, and using them appropriately and creatively in their own task.

Focus

Skillful pairs focus on one or two key questions, situations, or problems and addresses them with depth, persistence, imagination and good humor.

Skillful advisors take the lead in making observations and conferences purposeful and focused: they propose a focus or invite teachers to propose one; they draw on outside study and research as well as on their own classroom experience to discuss the topic; they tie their notes and observation records tightly to the proposed focus; without being stilted, mechanical or overly rigid, they stick to the focus during conferences. They make their talk concrete and precise.

Hard Evidence

Skillful pairs use a record of classroom interaction as a basis for generating questions, drawing conclusions, and pursuing alternatives. They work together to invent or select the observation methods that suit their purposes.

Skillful advisors convey the importance of an adequate record and do a thorough job of collecting the evidence, in and out of the classroom, that will make the discussion rigorous and fruitful.

Interaction

Skillful pairs engage in lively interaction with one another, making the conference a vehicle for joint work on teaching and an opportunity to improve their ability to learn from one another.

Skillful advisors foster interaction by the way they arrange the physical setting, the introduction they give in the first two minutes, and the manner in which they use questions throughout the discussion.

Predictability

Skillful pairs build trust in one another's intentions by relying on a known, predictable set of topics, criteria and methods.

Skillful advisors are as clear about the observation and conference criteria and methods as they expect the teacher to be about instructional aims and methods.

Reciprocity

Skillful pairs build trust by acknowledging and deferring to one another's knowledge and skill, by talking to each other in ways that preserve individual dignity, and by giving their work together a full measure of energy, thought and attention.

Skillful advisors provide a model of reciprocity by showing their own willingness to improve, by showing serious attention to teachers' knowledge and experience, and by working as hard to observe well as teachers are to teach.

Based on the Skills of Advising Study completed as a joint project of the Marin County Teacher Advisor Project and the Far West Laboratory for Educational Research and Development.

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teachers, the facilitator role necessarily would prevail: advisors would invite teachers to decide how and when to use their services; they would assist, respond and give advice when asked.

To the extent that the teachers accepted the special status and expert standing of the advisors, however, advisors (and others in similar roles) probably would be able to propose ideas for joint work, argue topics or problems that deserve attention, raise tough questions, access more and less promising ideas straighforwardly, and offer to teach others what they know.

These are not statements about the character or qualifications of individuals, but predictions about their actions based on the history of the profession and the organization of most schools. Facilitators are far more compatible with tradition than leaders in curriculum and instruction. In examining roles whose titles promise some professional leadership, we can reasonably ask: do their characteristic words and deeds lean more toward assertion and leadership or more toward facilitation and support?

Leadership or Facilitation

In light of contemporary pressures—and opportunities—to expand leadership roles in the teaching profession and in schools, we have pressed the leadership issue. Deliberately exaggerating the distinction between leadership and facilitation reveals the challenges and dilemmas that the advisor role poses. In practice, the lines will be less clear, the distinctions more subtle. As we follow new efforts to invest the teaching career with richer professional opportunities, rewards, and obligations, however, we will do well to keep the less subtle construction in mind. Central to any improvement-oriented initiative that rests heavily on joint work on teaching are the principles and skills of advising. At stake are substantial gains in professional support for learning to teach, and for the steady improvement of schools.

New Teachers Seek Support

In the eyes of new teachers, some people are supportive and others aren't

Jane H. Applegate, V. Randall Flora, and Thomas J. Lasley

The first year of teaching has been likened to an expedition—a mission requiring courage, stamina, and a will to survive (Eddy, 1969; Fuller and Brown, 1975; Jersild, 1966). New teachers are challenged daily; they encounter people and situations they have not previously experienced. They discover the reality of school life and feel a sense of responsibility for all that occurs. The type of support and encouragement new teachers receive from the people around them is influential in shaping their attitudes about themselves as teachers. One way beginning teachers gauge such support (or lack thereof) is through interactions with others. What new teachers come to believe about themselves appears to be influenced by what they read into the contacts they make with other people. First-year teachers in particular appear highly self-conscious and sensitive to what others might think and feel about them.

Ryan and others (1977) conducted a large scale investigation of the development of 18 new teachers; six in the elementary grades, six in the middle grades, and six in the senior high level. The 18 teachers taught in 16 schools from six different school systems with diverse student populations. Each teacher was assigned to one of seven researchers who formally interviewed him or her several times during the school year. The teachers were observed for one hour twice each week during the first four weeks of school and two to four times per month thereafter. Contacts were also made by phone.

Noting that the teachers frequently distinguished between people who were supportive and those who were nonsupportive, the researchers constructed a framework of categories which appear to be descriptions of individuals but are actually composites. The categories are not mutually exclusive; that is, no single person could fit into one category nor could his/her relationship with the new teacher be considered static. The different types are presented here as descriptions of individuals to enhance clarity.

Supportive Contacts

Six different types of supportive contacts were identified: Cooperators, Problem-solvers, Reinforcers, Advice-seekers, Socializer-Sunshiners, and Empathizer-Confidants. The supportive individuals, whether students or adults, are those who appear to make the life of the new teacher less stressful; they help rather than impede events in the new teachers' lives.

Cooperators respond to the needs, wishes, interests, or feelings of new teachers. They assist and encourage. Always willing to reciprocate, Cooperators ask frequently if there is anything they can do to make classroom life easier. Unobtrusively they recognize and respect the limits set by first-year teachers.

> Mr. DeSantis is really nice. He's the vice-principal in charge of discipline.

> Whenever I have a discipline problem, I can send a note to the office and he'll come down to talk with the student. Like the other day, I'd tried everything I know with Lisa and she was still off-the-wall. Well, Mr. DeSantis took her out of class and down to the office. He talked with her, and later on I did too. But getting her out of class just then was really helpful.

Problem-solvers are the persons, often supervisors or master teachers, who provide the informal knowledge necessary to teach effectively. Informal knowledge involves matters not covered by administrators during orientation sessions at the beginning of the school year. Problem-solvers are always on hand to help, whether the new teacher is learning where the extra ditto paper is located,

when to leave school for home, or how to schedule conferences with parents to ensure maximum attendance.

Miss Francis, the curriculum coordinator, is very helpful. She knows the curriculum materials real well and can suggest many activities which might work in my classroom. I just feel comfortable going to her with problems.

Reinforcers acknowledge the beginning teacher's efforts and support them both emotionally and intellectually. Their presence, statements, or actions sustain the new teacher's personal and professional worth and accomplishments; they nourish a sense of well-being and satisfaction.

Yesterday I was eating lunch in the lounge with a group of teachers. I'm usually quiet in there. One of the teachers said to me, "You must be feeling pretty good today." When I asked her why she said that, she said, "Didn't you hear what Mr. Wilson (the principal) said about you in the staff meeting? He said that Miss Knox is really doing a fine job for a first-year teacher." That really made me feel good.

Advice-seekers trust, respect, and value the new teacher's competence, and openly and honestly request assistance from the new teacher. Advice-seekers are not condescending or interested in being on top. They do not ask for advice in order to give it.

I'm back in study hall again. Barbara and I handle it together. Really, I handle it because Barbara doesn't do a very good job.

In September she and I were given the sixth period study hall. But the most students we ever had was 27. After a few months the numbers had dwindled to less than 20, so the principal had me transferred to lunchroom duty. I liked lunchroom duty; you don't have to insist on quiet and there are three other teachers there.

Well, Barbara was not able to handle study hall by herself, it seems, and she asked the principal to move me back to study hall; I was able to get order. Barbara cried. She said she felt really incompetent, not even able to get the control a first-year teacher could get.

Socializer-Sunshiners acknowledge the presence of the new teacher and attempt to engage him/her in conversation, school activities, and social activities. Socializers-Sunshiners foster camaraderie. They are optimistic about life and teaching, prompting the first-year teachers to feel energized and worthwhile.

Last week was really a hard week for me. I'd been having trouble with the students and my husband was upset because I always came home tired and had papers to grade. Bill Sampson stopped by my room on Friday afternoon to give me a special invitation to TGIF with the faculty. He bolstered my spirits when he said, "As social chairman I beg you to come tip with a few of us after school." He was so nice that I went and had a great time with everyone.

Empathizer-Confidants are trusted persons a first-year teacher can talk to about school and the feelings, beliefs, and aspirations associated with becoming a teacher. They provide an ear to the new teacher and create a nonjudgmental, open atmosphere so that the new teacher feels free to honestly speak feelings about his/her teaching experience. Empathizers-Confidants identify with and understand the beginner's perceptions, feelings, and thoughts about the first year of teaching.

I'm pretty honest with the observer in my classroom. I've told him things that I wouldn't tell anyone else in the school. Because he knows what my class is like, he can understand what I'm talking about.

I've found him very helpful. When I need help with grades, he's able to make some good suggestions. He's always encouraging me. If I feel down, I can call him and talk it out. I talk and he talks. We spend a lot of time. I don't know who I'd go to without him.

Nonsupportive Contacts

First-year teachers also interacted with many nonsupportive people during the year. It is not the role that makes an individual nonsupportive; it is whether he/she helps or hinders the professional growth of others. Six types of nonsupportive contacts are: Troublemakers, Double-Binders, Doubter-Embarrassers, Advice-Givers, Coldshoulder-Deflators, and Judge-Silencers.

Troublemakers react to the first-year teacher without considering his/her wishes, interests or feelings. Typically, Troublemakers are students. They explore, test, and exploit limits set by the new teacher.

There is sometimes a sense of tension in Ann's (a student's) group. We all wait to see if she will behave badly or be rude. She has two people (Sally and Jill) who hate the way she picks on them and throws fits. The other day Ann accidentally hit Sally in the eye with an eraser. Sally went into a hysterical fit. I made Ann apologize and we went on with the class but the girls were visibly upset by the incident. During recess Ann kicked Sally on

the playground and called her names. When she came back to class, Ann, I think, pulled a chair out from under Jill and made her cry. I'm at my wit's end with that child.

DoubleBinders promote confusion by communicating conflicting messages that create anxiety and doubt. The new teacher asks for assistance but ends up more confused: "The principal told me that my teaching was satisfactory. What does that mean? Does it mean my job is in jeopardy?" When conflicting signals are sent, the new teacher tends to fear the worst rather than anticipate the best. The Double-Binder creates self-doubt and blame rather than success and stability.

French III is making crepes, and one kid picked out Brandied Apple Crepes. The home economics teacher said I should ask the principal about it, so yesterday after school I went to him and explained the situation. I asked him what he thought about using brandy in school. He said he'd leave it up to me, but since I'm a first-year teacher he'd advise against it—some parents are just looking for an excuse to cause trouble.

Doubter-Embarrassers specialize in "put-downs." They question the new teacher's methods and promote anxiety with statements like, "You mean you are teaching those kids FRACTIONS?" or "Don't tell me you are going on a field trip with THAT class?" Doubters-Embarrassers question the new teacher's motives and worth. They demoralize and denigrate the novice by using subtle sarcasm and cynicism.

As Mr. Sharp walked past me he looked at the spelling papers and said, "Boy! They're not doing very well, are they?" I said, "No," but I thought, "What business is it of yours?" Then he commented on my using X's to mark the wrong ones. I hadn't thought of it, but I don't believe it makes very much difference what mark you use. Well, my kids were really doing poorly on the test, and I was upset enough as it was. Then when Mr. Sharp spied Jodi's paper marked with 14/20, he said, "Geez, Jodi was my best student last year. She always did better than this." Well, I had had enough. I collected my papers and went back to my room.

Advice-Givers, usually colleagues, provide unsolicited suggestions on how to teach, how to control students, and how to deal with parents. They make statements like, "We walk them in STRAIGHT lines here at Rosehill School," or instruct the new teacher about various techniques which could be (and should be) used to control unruly students.

On days like today when it seems like every minute with eighth class is a trial by fire, I can't even face Mrs. Bronowski (team teacher). I know how easily she handles students, and it is like being slapped in the face to try to explain to her my problems. She says to me, "Don't let the girls get away with rude behavior." So what do I do about it? There's the problem—if the children don't cooperate because they want to, there is really no "or else." And don't think they don't know it. When they start working me over, talking loudly, and on purpose, I get angry inside but also embarrassed and upset at their ability to behave so poorly in my classroom. I see it as a reflection of me, and Mrs. Bronowski seems so smug as she watches me struggle.

Coldshoulder-Deflators intentionally ignore the new teacher. Aloof, condescending, and often nonaffiliative, they plan after-school parties to which only "in" teachers are invited, or they exclude the new teacher from special school events and social activities. Many are pessimists who approach life as difficult, displeasing struggle, and deflate the hopes and aspirations of others, sometimes through inaction (making no special efforts to reach out to the new teacher and make him/her feel welcome), a whole faculty can appear as Coldshoulder-Deflators.

I like to enjoy the people that I have to come face-to-face with every day, but here unless I go to the library for lunch, I can go through days and never see any of my fellow teachers. A lot of times when I go to the lunchroom, I don't put anything into the conversation just because I have nothing to say, and I'm a talker! I haven't really felt a part of the faculty at all. Sometimes things will come up and I don't even know they are supposed to be happening, or that we are going to do this or that, but it seems like everyone else is informed.

Judge-Silencers create discomfort and distrust. They discourage expressions of feeling and thought by verbal or nonverbal rejection of the new teacher. Often openly critical of a new teacher's behavior, they make the new teacher uncomfortable, engendering feelings of self-doubt.

Today I thought I had planned a really exciting lesson for the students. They worked in groups making up skits that they were going to put on in front of the class. The kids were a little noisy, I suppose, but not out of hand. The last class was the worst of all. They were loud. After school as I was coming back upstairs from bus duty, Mrs. Walters, the group's homeroom teacher, stopped me in the hall and

said she had something I might be interested in. She took me to her room and gave me a set of papers she'd had the students write during study period about why they were so noisy in my class. That really hurt my feelings. I'll never be able to understand why she did that. I just took the papers and went back to my room and cried.

Sometimes people fail to recognize how their actions are interpreted by others. The contacts and categories we have described may serve to make administrators, teacher educators, and fellow teachers more attuned to the effects of behavior on new teachers. If they become more supportive, they will be contributing to a healthier school environment.

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